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ABSTRACT

This guide offers a collection of resources gathered as part of the effort to create the ResilienceNet Web site on the resilience of children and families. The introduction to the guide describes the partnership between ASSIST INTERNATIONAL, INC. and the ERIC Clearinghouse on Elementary and Early Childhood Education that led to the development of the ResilienceNet Web site. The introduction also offers a definition of resilience. The Selected Readings section of the guide reprints four papers and four ERIC digests on resilience: (1) "A Guide to Promoting Resilience in Children" (Edith H. Grotberg) divides resilience-promoting factors into categories that refer to children's external supports, personal strengths, and interpersonal skills, and explains how certain actions help or hinder the development of resilience; (2) "Developing Resilience in Urban Youth" (Linda F. Winfield) identifies characteristics of resilient children and examines children's experiences during critical transitions; (3) "A Framework for Practice" (Bonnie Benard and Kathy Marshall) discusses a training program for staff who work with children; (4) "Exploring the Dynamics of Resilience in an Elementary School" (Saundra Murray Nettles and Frances P. Robinson) examines the processes of resilience in students at an urban elementary school; (5) "Fostering Resilience in Children" (Bonnie Benard) identifies protective factors that enable children to manifest resilience; (6) "Turning It Around for All Youth" (Bonnie Benard) describes how educators and schools can foster resiliency; (7) "Cultivating Resilience" (Mary Finley) interprets, for application in rural areas, research findings that suggest ways schools and communities can protect children from various threats; and (8) "Violence and Young Children's Development" (Lorraine B. Wallach) examines the developmental consequences for children who are victims or witnesses of violence. The guide then highlights the ResilienceNet Web site and provides

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an annotated list of Web sites that address resilience. The guide concludes with two annotated bibliographies on the resilience of children and families. (BC)

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ED 436 307

Resilience Guide

A Collection of Resources on Resilience in Children and Families

PS 028180

Bernard Cesarone, Editor

ERIC Clearinghouse on Elementary and Early Childhood Education and the National Parent Information Network

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Resilience Guide:

A Collection of Resources on Resilience in Children and Families

Edited by Bernard Cesarone

ERIC Clearinghouse on Elementary and Early Childhood Education and the National Parent Information Network

December 1999

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Edited by Bernard Cesarone

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Introduction

Background of ResilienceNet

In late 1997, ASSIST INTERNATIONAL, INC., (ASSIST) in Arlington, Virginia, and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign began discussing a project to create a "meta-Web site" of resources and information about the resilience of children and families. ASSIST had been interested in resilience as a result of the research done by one of its members in the International Resilience Project. ERIC/EECE, which gathers and disseminates information in the field of early childhood education, had been interested in resilience as an important topic in that field.

The usefulness that such a Web site would have was apparent from the growing importance of the concept of resilience in education, psychology, and related fields. The concept began to emerge in the psychological literature in the 1970s. Since then, it has become a mainstream concept in the professional literature of several fields. This fact is indicated by the number of citations that involve resilience in databases such as PsychLit (379), PsychInfo (290), ERIC (484), and MEDLINE (41,875).

The fact that many international organizations had begun directing efforts to programs that support the resilience of children and families was another indication of the increased importance of the concept of resilience. These organizations include:

- National Center for Health Services, which made a 5-year commitment to explore the concept of resilience in programs for children and youth;
- Pan American Health Organization (PAHO), which has published manuals for service providers on the promotion of resilience;
- Bernard van Leer Foundation of Amsterdam, which supports resilience programs in Latin America, has produced resilience-related publications, and supports conferences and workshops that address resilience-promoting efforts;
- Latin American Development Bank, which supports resilience-promoting projects in Argentina;
- International Catholic Child Bureau of Geneva, Switzerland, which publishes resilience-related materials; and
- International Center for the Study of Resilience at the University of Lanus, Argentina, which incorporates resilience concepts into training programs for providers who work in rural Argentina.

The proposed Web site's potential usefulness was also apparent from the fact that many Web sites contained sections devoted to resilience-related concepts or programs, or included papers on resilience or related topics. The ResilienceNet Web site was conceived as a single place from which all these diverse sources could be reached. Furthermore, on all these other Web sites, the relevance of the information was not always clear and the quality not always assured. In developing the new Web site, a ResilienceNet Review Team, composed of experts on resilience, was established to review the quality of various resilience materials on the Internet. ResilienceNet would serve the function of an authoritative source, allowing those interested in the resilience of children and families to locate easily, in a single place, resources identified for their quality.

Having observed these trends, ASSIST and ERIC/EECE continued their collaboration, and in 1998, start-up funding to undertake this project was obtained from the Bernard van Leer Foundation, a nonprofit charitable organization in Amsterdam that funds projects to improve children's lives. Besides providing the opportunity to better serve the education community, this funding was an exciting development for ERIC/EECE because it was the clearinghouse's

first international funding. With this funding, by the autumn of 1998, the new ResilienceNet was publicly accessible. The Web site was "unveiled" in a session on "More Early Childhood Connections: The Internet and Early Childhood Educators" at the 1998 convention of the National Association for the Education of Young Children (NAEYC) in Toronto. The Web site can be visited at:

http://resilnet.uiuc.edu/

The Web site does contain the features that were originally planned, that is, a virtual library of full-text resources on resilience, a section of Internet resources that are reviewed by the ResilienceNet panel, and other resources. Details about these features of the Web site are discussed in the "Internet Resources" section of this guide.

Definition of Resilience

ResilienceNet deals with the resilience of children and families in the face of adversities. Although ResilienceNet focuses on resilience in children, youth, and families, additional topics—especially as they impact on children, youth, and families—are addressed as well. These include the resilience of communities; resilience and life-long physical and mental health; resilience related to culture, ethnicity, and gender; and children and adults at risk.

We should note that the alternate term "resiliency" is also often used in the literature. In ResilienceNet and in this guide, "resilience" is the preferred term, but the alternate form will be seen in papers from other sources.

But whether one uses an "e" or a "y" to write the name for this concept, it is not sufficient to speak simply of resilience, because the concept of resilience is applicable in many fields. For example, there are workforce resilience, the resilience of metals, community resilience, computer network resiliency, and so forth. This proliferation of applications for the term "resilience" can make searching for relevant items on the Internet even more troublesome than such searching often is.

Not only are there a number of different types of resilience applicable to several fields of study, but even when the concept is narrowed to the resilience of children and families, there are many definitions—and, indeed, many good definitions. You will find these definitions in most of the papers included in this collection and in various sections of the Web sites linked from the ResilienceNet Web site. However, the definition of resilience that is used by ResilienceNet is the following:

> Resilience is the human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity.

Papers and ERIC Digests in This Collection

The current print publication is derived from the efforts during the past 2 years by ASSIST and ERIC/EECE at gathering information and resources for the ResilienceNet Web site. The items in this publication include:

- papers from the ResilienceNet Virtual Library;
- papers originally published by organizations that perform work related to the promotion of resilience;
- ERIC Digests on resilience-related topics; and
- bibliographies on the resilience of children and families.

This compilation opens with *A Guide to Promoting Resilience in Children: Strengthening the Human Spirit* by Edith H. Grotberg (originally published by the Bernard van Leer Foundation in 1995). The author notes that, given the state of our knowledge about resilience in children, this "guide" should not strictly be considered as a manual. It is a "work in progress," an early attempt to outline ways to promote resilience in children.

The *Guide* was developed based on the findings from the International Resilience Project, a multinational study that sought to discover what parents, caregivers, and children actually do that seems to promote resilience in children. The *Guide* is based on data submitted from 14 countries (among 30 countries participating in the investigation) between September 1993 and August 1994. The instruments used included

hypothetical situations of adversity to which children and adults responded, a checklist of resilience-related statements, three standardized tests, and descriptions of actual experiences of respondents. A total of 589 children participated, along with their families and caregivers. The Introduction of the *Guide* briefly describes this research project. To learn more of the details and results of this study, please see the several other papers by Grotberg on the International Resilience Project that are included in the ResilienceNet Virtual Library (http://resilnet.uiuc.edu/library.html).

Chapter 1 of the *Guide* asks, "Why bother with resilience?" It explains the role of resilience in children's well-being and identifies sources of resilience. Resilience-promoting factors in children's lives are divided into three categories, called "I HAVE," "I AM," and "I CAN" factors. These categories are drawn from the findings of the International Resilience Project. The first of these categories consists of the child's external supports, such as trusting relationships. The "I AM" category involves the child's own personal strengths, such as autonomy. Finally, the "I CAN" factors are composed of the child's social and interpersonal skills, such as the ability to communicate.

The remaining chapters of the paper follow an identical pattern, each chapter dealing with a particular age range. The chapters (1) outline typical tasks for the age group, (2) tell what parents and caregivers can do to promote resilience, (3) provide examples of resilience-promoting and resilience-hindering actions, and (4) give examples of hypothetical situations used in the International Resilience Project. In these examples, the text first gives the hypothetical situation, identifies the caregiver's goals and the child's needs in the situation, explains responses that do and do not foster resilience, and lists particular resilience factors, divided into the three categories, that are promoted by the responses. Among these chapters that constitute the bulk of the Guide, chapter 2 addresses the child from birth to age 3, chapter 3 addresses the child from age 4 to 7, and chapter 4 addresses the child from age 8 to 11.

The second paper in the collection was originally a monograph published by the North Central Regional Education Laboratory (NCREL) in 1994. *Developing Resilience in Urban Youth*, by Laura F. Winfield, reviews the research on risk and resilience to identify (1) typical traits of resilient children; (2) three characteristics of the process of fostering resilience (long-term and developmental, viewing children with strengths rather than deficits, nurturing protective processes); and (3) four protective processes that foster resilience (altering child's exposure to risk, reducing negative reaction following risk exposure, establishing self-esteem, providing opportunities).

The monograph next examines, based on a review of research, children's experiences during three critical transitions of their lives, that from home to elementary school, that from middle school to high school, and that from high school to college. The paper notes that school programs that successfully foster resilience among African-American youth do so by a critical re-examination of school culture, policy, and structures. Finally, the paper provides a list of promising strategies for fostering children's resilience in school.

In *A Framework for Practice: Tapping Innate Resilience*, the third paper collected in this publication, authors Bonnie Benard and Kathy Marshall state their belief that research on children's resilience offers practitioners a new paradigm for practice. This article, which originally appeared in the journal *ResearchPractice*, volume 5, number 1, published by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota in the spring of 1997, discusses the Framework for Tapping Resilience training program for staff who work with children. The first step in the program is to identify participants' beliefs and to address any beliefs inconsistent with the program. After all, the authors note, not everyone on the staff will necessarily believe that all people have the innate capacity for well-being. The next step involves understanding the conditions of empowerment, that is, the conditions that foster resilience. These are caring relationships, high expectations, and opportunities for participation and meaningful responsibility.

The final step is the development of strategies for fostering resilience, that is, bringing the three

conditions into operation in each child's life. There is no recipe for doing this. It involves not only implementing educational best practices strategies, such as peer helping and cooperative learning, but also teachers' examination of their own attitudes about resilience and their individual relationships with the children they work with. Building a resilience-promoting climate in a school takes time—perhaps years—and, ideally, involves a commitment from the school district and from the key stakeholders in the school and the community.

The fourth paper is by Saundra Murray Nettles and Frances P. Robinson. *Exploring the Dynamics of Resilience in an Elementary School* (originally published by the Center for Research on the Education of Students Placed At Risk [CRESPAR] at Johns Hopkins University, 1998) examines the processes of resilience in students at an urban public elementary school in Washington, DC. The first part of the article describes the environment of the school and the school's community. This particular school had a history of efforts at creating a supportive environment for students and of having high expectations for their success. The second part of the report outlines the three resilience-supporting strategies that are being used at the school: (1) implement activities to increase resilience, (2) assess paths to student resilience, and (3) increase faculty and parent awareness about resilience.

The paper's third section expands the researchers' original conceptual framework of the link between school improvement and increased student resilience, based on their study of this particular urban school. The framework is summarized in five propositions about school safety, students' perceived environment, students' meanings, students' investments of effort, and resilience outcomes. The fourth section reports on the students' academic achievement in this supportive environment, and the concluding section offers some thoughts on other schools' adaptation of a conceptual framework to support students' resilience.

Following the four papers just described, the current publication then reprints a set of four ERIC Digests on topics related to children's resilience. ERIC Digests are short reports (one sheet, front and back, in their original printed format) that serve as introductions to or summaries of current topics in education. Two of the Digests included here were published by ERIC/EECE and one each by the ERIC Clearinghouses on Urban Education and Rural Education.

Fostering Resilience in Children by Bonnie Benard summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults. The Digest reports that research shows certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships, (2) positive and high expectations, and (3) opportunities for meaningful participation. This Digest is also available in Spanish and Chinese.

Turning It Around for All Youth: From Risk to Resilience, also by Bonnie Benard, describes how educators and schools can foster resilience in all youth. The Digest recounts the three "protective factors" discussed in the previous Digest (paragraph immediately above), and outlines school-level and classroom approaches to building resilience.

The third Digest in this collection, *Cultivating Resilience: An Overview for Rural Educators and Parents* by Mary Finley, interprets, for application in rural areas, the findings of research that suggests ways that schools and communities can protect children from the threats that confront individuals and families. The Digest lists the same key protective factors mentioned in the other Digests in this collection and suggests that, because of their comparatively greater social capital, rural communities may have a head start on developing local efforts to nurture resilience. Finally, the Digest recommends resources on resilience, mentoring, and service learning, both in the print literature and on the Internet. This Digest provides a good balance to the other papers in this collection, many of which focus on resilience in urban youth.

Violence and Young Children's Development by Lorraine B. Wallach, the last Digest in this

collection, examines the developmental consequences for children who are the victims of or witnesses to family and community violence. The effects of violence on a baby's ability to trust, on a toddler's need to practice physical skills through play, on a preschooler's need to venture outside the family, and on the school-aged child's need to concentrate on school are all considered. The Digest discusses the sequelae of children's experience of violence, influences on children's ability to cope with violence, and actions that school and day care staff can take to help children deal with the consequences of violence. This Digest is also available in Spanish and Chinese.

Internet Resources

Following the Selected Readings, the guide discusses Internet resources on children's and families' resilience. This section highlights ResilienceNet, describing the resources in each section of that Web site. Following a description of the RESILIENCE-L electronic discussion list, the section features the Web sites of several institutions that perform research related to resilience and the Web sites of several programs in Latin America that seek to foster the resilience of children and families. The Internet section concludes with an annotated listing of other Web sites that address resilience-related topics.

Other Resources in This Guide

The guide then continues with two bibliographies on the resilience of children and families in the face of adversities. The bibliographies are divided into sections, based on the format of the publication being cited: (1) research and evaluative reports, (2) guides and teaching materials, (3) program and project descriptions, and (4) general and theoretical discussions and position papers.

The first of these bibliographies consists of reformatted citations from non-ERIC databases, including PsychLit, Sociological Abstracts, and MEDLINE. The second bibliography consists of citations from the ERIC database. Each of the four sections of this second bibliography is divided into two parts, one for ERIC Documents (ED numbers) and the other for ERIC Journal Articles (EJ numbers).

The guide concludes with an appendix of ERIC-related materials (instructions on how to obtain ERIC Documents and Journal Articles cited in the ERIC bibliography, information on the ERIC system, and information on ERIC/EECE).

Concluding Thoughts

Through the resources presented in this publication and through the expanding resources on the ResilienceNet Web site, ASSIST and ERIC/EECE hope to further encourage the growing trend of looking not at children's risks and failures, but at their strengths and triumphs.

Lee Burchinal

ASSIST INTERNATIONAL, INC.

Bernard Cesarone

ERIC Clearinghouse on Elementary and Early Childhood Education

Selected Readings

A Guide to Promoting Resilience in Children: Strengthening the Human Spirit*

Edith H. Grotberg

Foreword

The objective of the Bernard van Leer Foundation is to improve opportunities for young children living in disadvantaged circumstances. There are common threads running through all the work that we support in countries around the world: empowering parents and communities; building up self-esteem in children and families; enabling families and communities to make their own decisions. Our approach means that we do not perceive disadvantage as a problem to be solved or compensated for; instead, we try to look for the strengths that exist within individuals and their environments in order to build upon them. Rather than examining "failures," we want to understand why some people and communities survive and thrive against all odds so that we can learn lessons that can be shared with others.

The work of the International Resilience Project fits well into this approach. Edith Grotberg defines resilience as a "universal capacity which allows a person, group, or community to prevent, minimize, or overcome the damaging effects of adversity." By investigating this construct at an international level, the project enables us to gain some understanding of the combination of factors that results in resilience in children. By writing this Guide, Edith Grotberg has managed to turn a set of concepts into practical tools that can be incorporated into the everyday work of development projects. Thus, it also serves as an example of how theory and research can be turned into practice.

In the Guide, the main factors that make up resilience are grouped under three headings: I HAVE, I AM, I CAN. Such headings may appear overly assertive in some societies where, for example, the prevailing belief is that "children should be seen but not heard." However, it is up to each reader to take what he or she can from this Guide and adapt it to the people, the setting, and the culture. Whatever the society, there can be no argument that children should feel loved and lovable, should be respectful and responsible, and should know who they can approach in times of need. This may seem to be self-evident, but the research has found that most parents and care givers do not know about resilience or how to promote it in children. Thus, too many adults inhibit and even thwart the development of resilience, leaving countless children feeling helpless, sad, and unloved.

As a Foundation, we have gained new understandings through our membership on the Advisory Committee of the International Resilience Project, and we are pleased to be able to publish this Guide. We hope that it will inspire development workers to examine their own work with new eyes and to incorporate those aspects they find relevant into their work with children and families.

Rien van Gendt, Executive Director
Bernard van Leer Foundation

* Copyright to the Guide is held jointly by Edith H. Grotberg of the International Resilience Project and the Bernard van Leer Foundation. The Guide from which this article was adapted was originally published in 1995 as part of the Foundation's series *Early Childhood Development: Practice and Reflections*

Introduction: The International Resilience Project

The main body of this book is a practical Guide that will help adults to promote resilience in children. In this introduction, we discuss some background behind the concept of resilience and give a brief description of the International Resilience Project. The Guide itself is based on research findings from this project.

The concept of resilience is not a new one, although defining it precisely remains a problem. A number of researchers[1] have identified specific factors such as trusting relationships, emotional support outside the family, self-esteem, encouragement of autonomy, hope, responsible risk taking, a sense of being lovable, school achievement, belief in God and morality, unconditional love for someone. But there is insufficient understanding of the dynamic interaction of these factors, their roles in different contexts, their expression and their sources. A child's own genetic make-up and temperament are fundamental to whether he or she will be resilient. That is, a child's vulnerability to anxiety, challenges, stress, or unfamiliarity determines his or her self-perception, how he or she interacts with others, and how he or she addresses adversities.

Over the last five or so years, a number of international meetings have addressed the construct of resilience. It is the conclusions of these meetings, together with the literature, that have led to the definition of resilience that is used in the International Resilience Project:

> Resilience is a universal capacity which allows a person, group, or community to prevent, minimize, or overcome the damaging effects of adversity.

The project set out to examine what parents, care givers, or children **do** that seems to promote resilience. It is thus concerned with promoting resilience in children as they develop over time, without the need for some kind of pathology in the family or child. Furthermore, the basic unit for the study is the child in context.

To launch the study, an Advisory Committee made up of international organizations was formed comprising the Civitan International Research Center, UNESCO, Pan American Health Organization (PAHO), World Health Organization (WHO), International Children's Center (ICC), International Catholic Child Bureau (ICCB), and the Bernard van Leer Foundation. The Advisory Committee's role is to provide suggestions and criticisms to the International Resilience Project.

Participants from 30 countries joined the project, and the findings reported here are based on the data submitted between September 1993 and August 1994 by the first 14 countries to reply (Lithuania, Russia, Costa Rica, Czech Republic, Brazil, Thailand, Vietnam, Hungary, Taiwan, Namibia, Sudan, Canada, South Africa, and Japan). The international perspective helps us to learn what different cultures are doing to promote resilience: Do they draw on the same pool of resilience factors? Do they vary in which factors are combined to address adversity?

The instruments used by the researchers in the different countries were: 15 situations of adversity to which adults and children were asked to respond (some of these appear in the following chapters); a checklist of 15 statements that indicate resilience in a child[2]; 3 standardized tests; and actual experiences of adversity reported by respondents together with their own reactions to these situations.

A total of 589 children participated as well as their families and care givers; 48% were girls and 52% boys. Just over half the children were aged from 9 to 11 years, the remainder were aged 6 years or under.

The findings suggest that every country in the study is drawing on a common set of resilience factors to promote resilience in their children. Adults and older children use more resilience-promoting supports, inner strengths, and interpersonal skills than younger children in promoting resilience in the children. Overall, less than half the respondents are using resilience-promoting behavior, and even those

[1] A list of references to earlier research is given in Appendix 2.

[2] The checklist is reproduced in Appendix 3.

respondents vary individually in use of the factors, largely depending on the situation. Socioeconomic level contributed very little to variations in responses.

It is not possible to determine cultural variations by country because the numbers of respondents per country are too small. However, it is clear that there are relationships between culture and resilience factors. Some cultures rely more on faith than on problem solving in facing adversity. Some cultures are more concerned with punishment and guilt, while others discipline and reconcile. Some cultures expect children to be more dependent on others for help in adversity rather than becoming autonomous and more self-reliant. The parents in some countries maintain a close relationship with their children, while others "cut off" their children at about age 5. The resilient children manage this kind of rejection; non-resilient children withdraw, submit, and are depressed.

There are several implications that can be drawn from the research to inform practice. In the following chapter, we look at the vocabulary of resilience and explore the definitions of the various factors that contribute to resilience. The three chapters that follow are arranged according to three age groups, and include examples and experiences that can be adapted to fit the specific culture and circumstances of a given child or group of children.

In the International Resilience Project, the children were not studied independently from their settings. In promoting resilience, any work with children must similarly be in the contexts of their families, their schools, their communities, and the larger society. Even though much could be said about promoting resilience in parents, in teachers, in communities, and in societies, this Guide focuses on promoting resilience in children. These parents, teachers, communities, and societies are essential to promoting resilience in children, so attention is centered on the child, but in his or her setting.

This Guide is not intended to be used as a manual, nor does it claim to know all there is to know about resilience. The construct of resilience and the factors that contribute to it continue to be discussed at local, national, and international fora, while development projects in different countries are using the concepts to inform and elaborate their own work. The Guide should therefore be viewed as a "work in progress," a step on the continuum of knowledge and practice of how resilience can be promoted in children.

Chapter One: Why Bother with Resilience?

> "My father gets drunk. He said he was going to kill my mother and me. My mother put me with friends and ran away. I don't know where she is." (6-year-old boy)
>
> "I have to go to the hospital a lot because I have so many illnesses. I don't know if I will ever get well." (10-year-old girl)
>
> "I saw my father get stabbed by a neighbor who was mad at him." (6-year-old girl)
>
> "I am very short and people tease me at school all the time." (11-year-old boy)

Day in and day out, children all over the world face situations like the ones described above. Some face stresses such as divorce or illness, while others confront catastrophe—war, poverty, disease, famine, floods. Whether such experiences crush or strengthen an individual child depends, in part, on his or her resilience.

Resilience is important because it is the human capacity to face, overcome, and be strengthened by or even transformed by the adversities of life. Everyone faces adversities; no one is exempt.

With resilience, children can triumph over trauma; without it, trauma (adversity) triumphs. The crises children face both within their families and in their communities can overwhelm them.

While outside help is essential in times of trouble, it is insufficient. Along with food and shelter, children need love and trust, hope and autonomy. Along with safe havens, they need safe relationships that can foster friendships and commitment. They need the loving support and self-confidence, the faith in themselves and their world, all of which builds resilience.

How parents and other care givers respond to situations, and how they help a child to respond,

separates those adults who promote resilience in their children from those who destroy resilience or send confusing messages that both promote and inhibit resilience.

Three Sources of Resilience

To overcome adversities, children draw from three sources of resilience features labeled: I HAVE, I AM, I CAN. What they draw from each of the three sources may be described as follows:

I HAVE

- People around me I trust and who love me, no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger, or need to learn

I AM

- A person people can like and love
- Glad to do nice things for others and show my concern
- Respectful of myself and others
- Willing to be responsible for what I do
- Sure things will be all right

I CAN

- Talk to others about things that frighten me or bother me
- Find ways to solve problems that I face
- Control myself when I feel like doing something not right or dangerous
- Figure out when it is a good time to talk to someone or to take action
- Find someone to help me when I need it

A resilient child does not need all of these features to be resilient, but one is not enough. A child may be loved (I HAVE), but if he or she has no inner strength (I AM) or social, interpersonal skills (I CAN), there can be no resilience. A child may have a great deal of self-esteem (I AM), but if he or she does not know how to communicate with others or solve problems (I CAN), and has no one to help him or her (I HAVE), the child is not resilient. A child may be very verbal and speak well (I CAN), but if he or she has no empathy (I AM) or does not learn from role models (I HAVE), there is no resilience. Resilience results from a combination of these features.

These features of resilience may seem obvious and easy to acquire, but they are not. In fact, many children are not resilient, and many parents and other care givers do not help children become resilient. Only about 38% of the thousands of responses in the International Resilience Project indicate that resilience is being promoted. That is a very small percentage for such a powerful contribution to the development of children. On the contrary, too many adults crush or impede resilience in children or give mixed messages, and too many children feel helpless, sad, and not fully loved. This is not the situation necessarily out of intent; it is more the fact that people do not know about resilience or how to promote it in children.

Children need to become resilient to overcome the many adversities they face and will face in life: they cannot do it alone. They need adults who know how to promote resilience and are, indeed, becoming more resilient themselves.

What Is Resilience?

There are many accounts of children and adults facing and overcoming adversities in their lives in spite of the fact that their circumstances suggested they would be overcome by the adversities. Here are some real experiences people have had. Using the I HAVE, I AM, I CAN model, here is what they did that would promote resilience in the process of overcoming the adversity.

> A 5-year-old boy comes home and tells his mother:
>
> "This big boy keeps bullying me. He hits me and sometimes he kicks me. I tell him to stop and he does for a while and then he starts again. I'm really scared of him."

The mother can draw on I HAVE features of "People around me I trust and who love me, no matter what," and "People who help me when I

am in danger;" the I AM features of the child can be strengthened by seeing him or herself as a "Person to be liked and loved," and "Sure things will be all right"; the I CAN features of the child include "Talking to others about things that frighten or bother me," and "Finding someone to help me when I need it."

The interaction between the mother and boy was like this: the mother listened to him and told him how sorry she was and comforted him. Then she said he was right to tell the teacher, and he may want to do that every time the other boy bothers him until he stops. She offered to talk to the teacher or to the boy's parents, but wanted her son to develop an increasing sense of being independent and so did not want to insist. The boy felt free to share his feelings and to listen to solutions to the problem. He saw that he is part of the solution and wanted to learn further what he can do.

> An 11-year-old girl tells about this experience:
>
> "My cousin and I were hiking in the mountains in the winter. I fell into deep snow and could not get out. I was very frightened."

The girl can draw on the I HAVE resilience feature of "People who help me when I am in danger"; the I AM features of "Willing to be responsible for what I do," and "Sure things will be all right"; the I CAN features of "Find ways to solve problems that I face," and "Find someone to help me when I need it."

The interaction between the girl and the cousin was like this: the girl tried on her own to get out of the deep snow and could not. She then called to her cousin who was way ahead and asked her for help. When her cousin came, they talked about the fears they were both feeling, but decided they had better get busy and dig the girl out. They succeeded and felt they had had enough excitement for one day, so went home.

Resilience is a basic human capacity, nascent in all children. Parents and other care givers promote resilience in children through their words, actions, and the environment they provide. Adults who promote resilience make family and institutional supports available to children. They encourage children to become increasingly autonomous, independent, responsible, empathic, and altruistic and to approach people and situations with hope, faith, and trust. They teach them how to communicate with others, solve problems, and successfully handle negative thoughts, feelings, and behaviors. Children themselves increasingly become active in promoting their own resilience.

Children need these abilities and resources to face many common—and some not so common—crises. When the International Resilience Project asked children and their parents around the world what adversities they had experienced, the answers were numerous. Among those difficulties experienced within the family, in order of frequency, were:

- death of parents or grandparents
- divorce
- separation
- illness of parent or siblings
- poverty
- moving, family or friends
- accident causing personal injuries
- abuse, including sexual abuse
- abandonment
- suicide
- remarriage
- homelessness
- poor health and hospitalizations
- fires causing personal injury
- forced repatriation of family
- disabled family member
- parent's loss of a job or income
- murder of a family member

In addition, children and their parents reported facing the following adversities outside the home:

- robberies
- war
- fire
- earthquake
- flood
- car accident
- adverse economic conditions
- illegal, refugee status
- migrant status
- property damage from storms, floods, cold

- political detention
- famine
- abuse by a non-relative
- murders in neighborhood
- unstable government
- drought

The Language of Resilience

Children facing such situations often feel lonely, fearful, and vulnerable. These feelings are less overwhelming for children who have the skills, attitudes, beliefs, and resources of resilience. But, before we can begin to promote resilience, we need a shared language with which to describe, illustrate, and explain it. The concept of resilience is relatively new for describing the behavior of people. Some languages do not have a word for it. Castillano (Spanish), for example, has no comparable use of the word "resilience" but, instead, uses the term *la defensa ante la adversidad* (defense against adversity). The same idea can be described by using another word or term. Most people around the world understand the idea of overcoming adversity with courage, skills, and faith.

The vocabulary of resilience is more than a set of words that will allow us to talk about this emerging concept. It is a set of tools to use in promoting resilience. Armed with the language necessary to recognize resilience when they see it, adults can help children identify resilient behavior more easily in themselves and others. They can use the vocabulary to reinforce those feelings and beliefs that support resilience and to guide their own and their children's behavior. The more concepts they understand, the greater their options for acting in ways that help children meet the crises in their lives with strength and hope. Children who learn the vocabulary are better able to recognize resilience in themselves and others. They become increasingly aware of how to promote it.

The I HAVE, I AM, and I CAN categories are drawn from the findings of the International Resilience Project which identified 36 qualitative factors that contribute to resilience. These can be divided into three major categories, each consisting of five parts.

I HAVE

The I HAVE factors are the external supports and resources that promote resilience. Before the child is aware of who she is ("I AM") or what she can do ("I CAN"), she needs external supports and resources to develop the feelings of safety and security that lay the foundation, that are the core, for developing resilience. These supports continue to be important throughout childhood. The resilient child says ...

I HAVE

- Trusting relationships

  Parents, other family members, teachers, and friends who love and accept the child. Children of all ages need unconditional love from their parents and primary care givers, but they need love and emotional support from other adults as well. Love and support from others can sometimes compensate for a lack of unconditional love from parents and care givers.

- Structure and rules at home

  Parents who provide clear rules and routines, expect the child to follow them, and can rely on the child to do so. Rules and routines include tasks the child is expected to perform. The limits and consequences of behavior are clearly stated and understood. When rules are broken, the child is helped to understand what he or she did wrong, is encouraged to tell his or her side of what happened, is punished when needed, and is then forgiven and reconciled with the adult. When the child follows the rules and routines, he or she is praised and thanked. The parents do not harm the child in punishment, and no one else is allowed to harm the child.

- Role models

  Parents, other adults, older siblings, and peers who act in ways which show the child desired and acceptable behavior, both within the family and toward outsiders. These people demonstrate how to do things, such as dress or ask for information, and encourage the child to imitate them. They are also models of morality and may

introduce the child to the customs of their religion.

- Encouragement to be autonomous

  Adults, especially parents, who encourage the child to do things on her own and to seek help as needed, help the child to be autonomous. They praise the child when he or she shows initiative and autonomy, and help the child, perhaps through practice or conversation, to do things independently. Adults are aware of the child's temperament, as well as their own, so they can adjust the speed and degree to which they encourage autonomy in their child.

- Access to health, education, welfare, and security services

  The child, independently or through the family, can rely on consistent services to meet the needs the family cannot fulfil—hospitals and doctors, schools and teachers, social services, and police and fire protection, or the equivalent of these services.

I AM

The I AM factors are the child's internal, personal strengths. These are feelings, attitudes, and beliefs within the child. The resilient child says . . .

I AM

- Lovable and my temperament is appealing

  The child is aware that people like and love him or her. The child does endearing things for others that help make him or her lovable. The child is sensitive to the moods of others and knows what to expect from them. The child strikes an appropriate balance between exuberance and quietness when responding to others.

- Loving, empathic, and altruistic

  The child loves other people and expresses that love in many ways. He or she cares about what happens to others and expresses that caring through actions and words. The child feels the discomfort and suffering of others and wants to do something to stop or share the suffering or to give comfort.

- Proud of myself

  The child knows he or she is an important person and feels proud of who he or she is and what he or she can do and achieve. The child does not let others belittle or degrade him or her. When the child has problems in life, confidence and self-esteem help sustain him or her.

- Autonomous and responsible

  The child can do things on his or her own and accept the consequences of the behavior. There is the feeling that what he or she does makes a difference in how things develop, and the child accepts that responsibility. The child understands the limits of his or her control over events and recognizes when others are responsible.

- Filled with hope, faith, and trust

  The child believes that there is hope for him or her and that there are people and institutions that can be trusted. The child feels a sense of right and wrong, believes right will win, and wants to contribute to this. The child has confidence and faith in morality and goodness, and may express this as a belief in God or higher spiritual being.

I CAN

The I CAN factors are the child's social and interpersonal skills. Children learn these skills by interacting with others and from those who teach them. The resilient child says . . .

I CAN

- Communicate

  The child is able to express thoughts and feelings to others. He or she can listen to what others are saying and be aware of what they are feeling. The child can reconcile differences and is able to understand and act on the results of the communication.

- Problem solve

  The child can assess the nature and scope of a problem, what he or she needs to do to resolve it, and what help is needed from others. The child can negotiate solutions with others and may find creative or

humorous solutions. He or she has the persistence to stay with a problem until it is indeed solved.

- Manage my feelings and impulses

  The child can recognize his or her feelings, give the emotions names, and express them in words and behavior that do not violate the feelings and rights of others or of himself or herself. The child can also manage the impulse to hit, run away, damage property, or behave otherwise in a harmful manner.

- Gauge the temperament of myself and others

  The child has insight into his or her own temperament (how active, impulsive, and risk-taking or quiet, reflective, and cautious he or she is, for example) and, also, into the temperament of others. This helps the child know how fast to move into action, how much time is needed to communicate, and how much he or she can accomplish in various situations.

- Seek trusting relationships

  The child can find someone—a parent, teacher, other adult, or same-age friend—to ask for help, to share feelings and concerns, to explore ways to solve personal and interpersonal problems, or to discuss conflicts in the family.

Each of the I HAVE, I AM, and I CAN factors suggests numerous actions children and their care givers can take to promote resilience. No one child or parent will use the entire pool of resilience factors, nor need they. Some use many; others use few. However, the larger the pool of possibilities before them, the more options children, parents, and care givers have and the more flexible they can be in selecting appropriate responses to a given situation.

Strengthening the Human Spirit

At different ages, children rely more or less heavily on their I HAVE, I AM, and I CAN resources. As children grow, they increasingly shift their reliance from outside supports (I HAVE) to their own skills (I CAN), while continually building and strengthening their personal attitudes and feelings (I AM).

Just as the resilience skills used by children vary at different ages, so must parents and other care givers vary their resilience-promoting language and behavior to match the child's developmental stage. What follows is a stage-by-stage guide to promoting resilience in children. It is divided into three age-specific sections, each of which includes the following information:

"Tasks of the Age" describes where the child is in development, what tasks she or he is mastering, and how these tasks relate to resilience.

"What Parents and Care Givers Can Do" discusses the actions parents and other care givers can take to boost their child's resilience at different ages.

"Examples from the International Resilience Project" provides examples of positive responses to adverse situations drawn from the Resilience Project research. For each example, you will learn the care giver's goals, the child's needs, and the resilience factors fostered. Examples of negative responses to adverse situations are provided to sharpen the contrast.

"The Results" shows what happens when resilience has been promoted. How does the child use the vocabulary of resilience? What skills has he acquired? How does he feel about himself?

Children develop over time at different rates, and so some information may be appropriate for younger or older children not necessarily within their chronological age group. One common factor for all age groups, however, is that the child is the test for whether or not you are promoting resilience faster than he or she can handle, whether the child is comfortable with what you are doing, understands what you are doing, or is learning what you are teaching and encouraging. The response of the child is the touchstone for the effectiveness of what the parent or other care giver is doing to promote resilience in the child.

Chapter Two: The Child from Birth to 3

Tasks of the Age

During the first 3 years of life, the child learns about trust and autonomy. He or she learns to trust the care givers and herself. The child learns to trust the care givers to give love and help and to take care of him or her when hungry, wet, in need of love and comfort, when afraid or angry. The child learns to trust his or her own ability to work out a rhythm of eating, sleeping, washing, etc., and to calm himself or herself and better control his or her body. The child learns to roll over, stand, walk, play, and to use his or her hands to manipulate and create.

Making mistakes can be either a learning experience or a shameful one for the infant or toddler. If the child cannot learn to do things and the care givers do not provide help, the child will learn to mistrust himself or herself, the care givers, and the world. If the child cannot become autonomous, is not allowed to make mistakes, or is criticized for trying to do things alone, the child will feel shame and begin to doubt his or her abilities.

What Parents and Care Givers Can Do

When they promote resilience in the child during the first 3 years of life, parents and care givers:

- provide unconditional love and express love both physically and verbally by holding, rocking, and stroking and by using soothing words to calm, comfort, and encourage the child to calm himself or herself;
- enforce rules for children aged 2 and 3, and use removal of privileges and other forms of discipline that do not belittle, harm, or reject the child;
- model behavior that communicates confidence, optimism, and good results for children 2 and 3 years old;
- praise the 2- and 3-year-old child for accomplishments such as toilet training, calming self, talking, or making something;
- encourage the 2- or 3-year-old child to try things and do things on his or her own with minimal adult help;
- when language is developing, acknowledge and label the child's feelings and so encourage the child to recognize and express his or her own feelings and to recognize some feelings in others (for example: sad, glad, sorry, happy, mad);
- also use developing language to reinforce aspects of resilience to help the child face adversity: for example, "I know you can do it" encourages autonomy and reinforces a child's faith in his or her own problem-solving skills; "I'm here" comforts and reminds the child of the trusting relationships that can be relied on;
- at around 3 years of age, prepare the child for unpleasant or adverse situations (gradually, if possible) by talking about them, reading books, play acting, etc.;
- are aware of their own and the child's temperaments so that they can gauge how quickly or slowly to introduce changes, how much pushing, encouragement, etc., to give.

They also:

- balance the freedom to explore with safe supports;
- offer explanations and reconciliation along with rules and discipline (when language is developing);
- give the child comfort and encouragement in stressful situations;
- provide a stable environment for the very young child, but some novelty for the 2 and 3 year old—new experiences, people, and places;
- change and modify the mix of freedom and safety, explanations and discipline, etc., for the 2- and 3-year-old child as the child's reactions suggest.

Examples of Resilience and Non-resilience Promoting Actions

THE SITUATION
The baby is in the crib and is lying on his back screaming and kicking. You do not know what is wrong. He just keeps screaming and kicking.

You promote resilience if you pick him up and begin to soothe him while finding out if he is wet, too cold or too hot, needs patting on his

back to remove air, or mainly needs comforting (I HAVE). You help him calm down if he feels loved and cared for (I AM), and if he can begin to calm himself down (I CAN).

You do not promote resilience if you look at him, decide to change his diaper, and then tell him to stop crying. If he does not stop crying, you walk away and let him "cry it out." This interaction does not promote resilience as the baby needs more than a change of diapers. He needs to be held and comforted so that he knows he is loved and cared for. Then he can begin to calm down.

THE SITUATION

The 2-year-old toddler is at the store with you. She sees some candy, grabs it, and starts to eat it. When you try to take it away from her, she shouts, "No! Mine, mine!"

You promote resilience if you remove her from the situation so you do not disturb others, explain calmly to her that she cannot take things without your permission, and give her something else or show her something else to distract her. You help her understand limits of behavior (I HAVE), help her feel responsible for her own behavior (I AM), and communicate with her as she listens (I CAN).

You do not promote resilience if you just let her eat the candy or if you hit her and scold her or if you force her hand open to take it. This kind of interaction makes her afraid of the one who provides love and trust, makes her rigid in her behavior, and makes her feel unloved and not understood.

Examples from the International Resilience Project

The International Resilience Project presented parents, care givers, and children all over the world with hypothetical situations and asked them what the adult in the situation should do, how the child would react, and what would happen. What follows are two of the hypothetical situations involving children. For each, we have described the situation, listed the goals of a care giver responding to the situation, identified the needs of the child, and, from the data, provided two resilient responses that foster resilience and two that do not. Resilience factors that can be promoted by such fostering responses are listed. We hope these examples will stimulate parents and other care givers to think about stressful situations they and their children have faced, the goals and needs those situations presented, and responses that would promote resilience, or, indeed, to become familiar with responses that inhibit resilience.

THE SITUATION

Joella, 10 months old, is crawling on the floor and finds a dirty rag. She picks it up and begins to bite it and suck it. The care giver sees this and knows the rag is very dirty and may cause an infection in the child.

Care Giver's Goals

- remove the dirty rag
- help the child explore with something else
- divert attention
- encourage autonomy in exploration

Child's Needs

- test cause and effect
- explore and act on curiosity
- do things independently from parents
- hear words of comfort and reassurance

Responses That Foster Resilience

"The parent would replace the rag with a piece of clean cloth and tell the baby that the rag was dirty. The baby would allow her mother to replace the rag with a clean cloth and would be satisfied that she had something to replace the rag."

"The care giver took the rag away and was upset. The baby cried and will be sad because she wants the rag. The mother will give the baby a clean rag and then hug her."

Responses That Do Not Foster Resilience

"The parent ran to the child and told her that the rag was dirty and took the rag out of her mouth. The parent felt frightened. The child allowed her mother to take the rag and showed no feeling. She does not put the rag in her mouth anymore."

"I don't know. She would pick up the baby and will feel nothing. The baby will go to sleep."

Resilience Factors Promoted

I HAVE . . .

- Trusting relationships
- Structure and rules at home
- Role models

I AM . . .

- Lovable and my temperament is appealing
- Becoming autonomous (I like to explore) and responsible

I CAN . . .

- Manage my feelings and impulses
- Seek trusting relationships

THE SITUATION

Jason is 2-1/2 years old. He is supposed to be eating what very little food there is for him. It is important for him to eat if he is going to survive and grow. He will not eat, and when urged to, he throws himself on the floor and screams and kicks in a real temper tantrum.

Care Giver's Goals

- find out why the child does not want to eat
- remain calm (for example, take deep breaths, count to 10) and calm the child (for example, hold him, distract him, play a game)
- model calming behavior
- help the child put his feelings into words
- teach the child that there are rules and limits and that some things must be done
- model options and alternative choices of time and place of eating

Child's Needs

- exercise his will against others
- learn that his behavior has consequences
- learn that there are rules and limits to behavior
- learn about his own feelings and how to calm himself
- learn that there are alternative ways to do things

Responses That Foster Resilience

"The mother took the child in her arms and calmed him. Then she explained why and what the child had to eat. She had the same food for herself and for the child so they could eat together. The child thought that if his mother had the same meal then he should not refuse to eat. He was happy she did not force him or place too much emphasis on eating. He didn't have to be upset or worry about eating. They enjoyed their meal together."

"The mother took the child to the doctor for a checkup and was happy that nothing was wrong with the child. The child ate the food because he does not want to be taken to the doctor. He will eat and grow."

Responses That Do Not Foster Resilience

"The parent is mad and quarrels with the child. She prepares a dish to look nice but the child refuses to eat. She teases the child and then the child really does not eat. She feels her mother is annoying. The parent punishes the child but she still doesn't eat, and the mother will get tired and give up."

"The parent argued with him, gave him a good spanking, and told him to eat his food. The parent felt helpless and hurt because the child had to be punished for the tantrum. The child became frightened and started to cry. He felt hurt and not loved. The child will have respect and become obedient and not throw a tantrum."

Resilience Factors Promoted

I HAVE . . .

- Trusting relationships
- Structure and rules at home
- Role models
- Encouragement to be autonomous
- Access to health, education, welfare, and security services

I AM . . .

- Lovable and my temperament is appealing
- Proud of myself
- Becoming autonomous and responsible

I CAN . . .

- Communicate
- Problem solve
- Manage my feelings and impulses

The Results

The resilient 3 year old feels secure in his or her parents' love and believes that his or her needs will be met. The child feels free to explore and try new things but knows that there are rules and limits and what will happen if they are broken. The child feels comfortable with his or her daily routine and delights in learning how to do things for him/herself. The child feels lovable and proud of his or her accomplishments and often expresses his or her caring for others. The child is learning to use words to tell how he or she feels and is also learning to control his or her behavior, to solve problems, and to understand his or her temperament. These things are hard, but the resilient 3 year old can turn to adults he or she trusts for help.

Not all resilient 3 year olds will have developed all their I HAVE, I AM, and I CAN resources to the same degree, but the foundation is laid. Here's how we can use the vocabulary to show the resilient 3 year old's views of his or her environment, himself or herself, and his or her skills.

I HAVE . . .

- Trusting relationships

  My parents and other care givers show me love by holding me, kissing me, rocking me, and telling me how much they love me. They are happy when I am happy and comfort me when I am sad. I can trust them because they are there when I need them and they do not do mean or painful things to me or let anyone else harm me.

- Structure and rules at home

  My parents or other care givers have set times when I eat, am bathed, go to bed, take a nap. The routine is changed only when necessary or for variety. I know what I must not touch, that I cannot hit or bite anyone, and that I must obey the rules and follow the routines. I know the consequences of disobedience but in the course of discipline I am not harmed or belittled. Instead, I am usually deprived of something I like or want to do. Sitting down for a short time, on a chair or in my room, seems to work, so I can calm down and maybe think about what I have done. My parents help me understand what I did wrong and forgive me, and we are happy again.

- Role models

  My parents and other care givers show me how to do things around the home. I might help make meals or set the table. They also show me how to behave with guests, including what I cannot do in front of others that I can do with my family or when I'm alone. They show me how to recognize feelings and how to express some of them. They show me that they are fair and honest with others and believe in doing the right thing. They may take me to a place of worship.

- Encouragement to be autonomous

  My parents teach me how to eat, wash my hands, put on clothes. They praise me when I do these things on my own. They expect me to ask for things I need and to take care of what I have. They encourage me to explore places at home or around me and urge me on when I am a bit afraid or hesitant. My parents help me learn how to calm myself down when I get too excited or frustrated.

- Access to health, education, welfare, and security services

  My parents take me to the doctor or clinic or someone who knows about health when I am sick or need a shot. They let me go to a preschool or day care program if they want and if one is available. They can get help from social services or from a knowledgeable person if I have a problem. And they know that I am safe because police or others are around to protect our family.

I AM . . .

- Lovable and my temperament is appealing

  My parents and others tell me they love me, and they smile when I come into the room. I am happy most of the time and can jump around, dance, and laugh. I like to play and have fun. I sometimes like to snuggle, be

held, and hug people. I do not stay mad or sad for long.

- Loving, empathic, and altruistic

  I give a toy to my mother or a friend when they are sad. I cry when my sister cries and try to comfort her by sharing something with her. I tell my parents I love them, and I bring things to them when they ask. I like to help people so they know I care about them.

- Proud of myself

  I am sure I can feed and dress myself. I know I can build a house or a road with playthings. I can make friends with other children, and I like myself.

- Autonomous and responsible

  I do as many things as I can by myself and know what is expected of me. I try to do things in the way I have been taught. I feel good when I do things on my own and in the right way and sad when I do things wrong or am naughty. I know that what I do affects how things come out and that I am responsible for what I do.

- Filled with hope, faith, and trust

  I believe that things will work out and will be all right. I look forward to tomorrow. I am learning what is good and bad and what I should and should not do. I trust those around me.

I CAN . . .

- Communicate

  I can show somebody what I want or use words to ask for it. I can often tell someone how I feel. I am learning to listen to what someone else is saying, to be aware of how he or she is feeling, and to respond so we understand each other and do not hurt each others' feelings.

- Problem solve

  I can sometimes figure out what a problem is in dressing, making something, or other things I do. I can often work on a problem until it is solved and may even know when I need help and ask for it. I am learning to ask for help when I am having trouble with a friend who will not take turns or share.

- Manage my feelings and impulses

  I am beginning to put words to some of my feelings and know when I have certain feelings. I am beginning to be able to calm myself. I try not to hurt anyone.

- Gauge the temperament of myself and others

  I am learning about which parent acts very quickly or thinks things over for quite some time. I am beginning to know who will go into action, take chances, and try new things, and who will be cautious, careful, and consider all angles. I am learning about myself and my temperament. I need help with this.

- Seek trusting relationships

  I know that my care givers can be trusted, and I am learning that I can trust others, too. These are people I can turn to when I need help, am unhappy, or need to talk.

Chapter Three: The Child from 4 to 7

Tasks of the Age

During ages 4 through 7, the child learns about initiative and is busy, busy, busy—feeding a doll, climbing trees, building wood-block skyscrapers or make-believe schools. The child is involved in all kinds of play and pretend activities and often has difficulty separating fantasy from reality, lies from truth. He or she starts many projects but does not necessarily complete them. The tasks of family members and friends often seem as interesting as his or her own, and the child wants to help and may seem to invade the activities of others.

This very active child is beginning to understand the world of symbols and asks endless questions. If the child's questions are dismissed, if he or she is unable to take the initiative to accomplish things or is rejected by those he or she seeks to help, the child may feel guilty, unworthy, or naughty.

What Parents and Care Givers Can Do

When they promote resilience in the child aged 4 to 7, parents and care givers:

- provide unconditional love;
- express love verbally;
- use holding, rocking, and a soothing voice *to calm a child; encourage the child to use* such techniques as taking a deep breath or counting to 10 themselves to become calm before talking about problems or unacceptable behaviors;
- model resilience behaviors when facing such challenges as interpersonal problems or conflict and adversity; demonstrate appropriate behavior in different situations; and model courage, confidence, optimism, and self-esteem;
- enforce rules and use removal of privileges and other forms of discipline that set limits to behavior and some consequences, without crushing the child's spirit;
- praise the child for accomplishments such as finishing a puzzle or reading a book and for desired behaviors such as putting toys away or expressing his or her anger without throwing a tantrum;
- encourage the child to take independent action with minimum adult help;
- continue to help the child learn to recognize and label his or her own feelings as well as those of others;
- continue to help the child become increasingly aware of his or her own temperament (for example, how shy or outgoing, cautious or thrill-seeking he or she is) as well as the temperaments of the adults in the child's life;
- gradually expose the child to adversities or prepare the child for them by talking, reading books, and identifying and discussing resilience factors that may be helpful;
- encourage the child to demonstrate empathy and caring, to be pleasant and do nice things for others;
- encourage the child to use communication and problem-solving skills to resolve interpersonal problems or to seek help with them;
- communicate with the child, discussing, sharing, and reporting on the day's events, ideas, observations, and feelings;
- help the child begin to accept responsibility for his or her own behavior and to understand that his or her actions have consequences.

They also:

- balance providing help with encouraging independence;
- offer explanations and reconciliation along with rules and discipline;
- accept errors and failures while providing guidance toward improvement;
- give the child comfort and encouragement in stressful situations;
- encourage and model flexibility in selecting different resilience factors as a response to an adverse situation, for example, seek help instead of continuing alone in a very difficult situation; show empathy instead of continuing with anger or fear; share feelings with a friend instead of continuing to suffer alone.

Examples of Resilience and Non-resilience Promoting Actions

THE SITUATION

The mother had to go to another city to find a job and could not take her 4-year-old daughter because there was no one to care for her while the mother worked and she could not afford day care costs.

You promote resilience if you explain to your daughter that you are going to go to find a job so you can have money to rent a nice place for both of you. You tell her how much you love her and that she will stay with your sister until you find a place to live (I HAVE). You let her protest and assure her you love her (I AM) and will send her postcards with pretty pictures. You assure her everything will be fine and you will be together again, soon. You let her ask questions and express feelings (I CAN) but help her understand that this is a necessary move.

You do not promote resilience if you tell her you are leaving and scold her for being upset. Or if you do not explain why you have to go.

how long it will be before she can join you, and what arrangements you have made for her, including how you will keep in touch with her. Without explanations and the opportunity to express her feelings about your leaving, she will feel you are abandoning her and do not love her. She will feel unlovable and that she has done something wrong. She will feel helpless and sad.

THE SITUATION

A 7-year-old boy was in the yard with his dad. The dad and a neighbor got into an argument that escalated into a fight. The neighbor pulled out a knife and stabbed his dad. The boy saw it happen.

Resilience will be promoted in the boy if he thinks of something he can do to help his father (I CAN), if he tries to help his father and shows him he loves him by saying comforting words to him (I AM). He will also promote his own resilience if he knows there are people at home or at a neighbor's he can get to help him so his father can get medical attention (I HAVE). People who do help him can add to the promotion of resilience in the boy by praising him for what he has done to help his dad, to comfort him, and to make sure the father receives the medical attention he needs.

Resilience is not promoted if the boy simply collapses into tears or runs away taking no action, if he is too afraid to seek help for fear he will be stabbed, too, or if someone scolds him for not getting help or even for not doing something to prevent the stabbing. He might even be asked if he was the cause of the argument in the first place.

Examples from the International Resilience Project

The following are another two hypothetical situations involving children from the International Resilience Project. We have again described the situation, listed the goals of a care giver responding, identified the needs of the child, and, from the data, have provided two examples of resilient responses, as well as the resilience factors that responses such as these foster. Again, we have also provided examples of responses that do not foster resilience so, by contrast, care givers and children can see what, in fact, inhibits the promotion of resilience. It is usually as important to know what not to do as it is to know what to do.

THE SITUATION

Sarah is 4 years old. She is playing with her older brother, and they are pretending they have a shop. They want to sell food and juice and so have arranged some boxes to put the food on and are looking for bottles or vessels to put the juice in. They take food from the family food area to put on the boxes and are filling bottles with juice. Their father sees them and realizes they are taking precious food and juice that the family needs.

Care Giver's Goals

- model empathy for Sarah and her brother
- provide time and attention to help the children find options
- respect Sarah and her brother's need to engage in pretend activities
- reassure the children that they are loved and minimize feelings of guilt

Child's Needs

- imitate others
- demonstrate a willingness to share
- understand what, when, and where it is safe to initiate and explore
- take alternative initiatives

Responses That Foster Resilience

"The parent tried to explain to the children that the food was needed for the family. He offered non-food items to go on playing the game. The father felt vexed and sad but felt satisfied when the children understood and followed his request. The children acted up a bit but did what the parent asked, even though their wish to take what is forbidden remained."

"The father asked the children to use imaginary things instead of real food. He felt irritated. The children started to use their imaginations, using water instead of juice and toys instead of food. The children were a little bit uncomfortable, but they will be able to turn water into wine next time!"

Responses That Do Not Foster Resilience

"The parent took the food away and gave the children some candy. The parent did this because he did not want a commotion. They asked the parent to let them play with the food and that they would put it away later. They did not feel anything except some coolness in the relationship with the parent."

"The parent put the food away and was not pleased with the children. They began to cry and felt resentful. They will ask permission beforehand in the future."

Resilience Factors Promoted

I HAVE . . .

- Trusting relationships
- Structure and rules at home
- Role models
- Encouragement for autonomy and independence

I AM . . .

- Lovable and my temperament is appealing
- Becoming autonomous and independent
- Proud of myself

I CAN . . .

- Communicate
- Problem solve and use creativity
- Manage my feelings and impulses so I do not act out with anger
- Seek trusting relationships

THE SITUATION

Raul is 6 years old. He had an accident when he was 3, and his legs will not hold his weight any longer. His arms and hands are fine, and he uses them all the time. He is building a fence around a piece of wood that he is pretending is a house and is using small sticks to build with. He has increasing trouble reaching around for the small sticks, and his useless legs keep knocking down parts of the fence. He becomes so frustrated that he begins to throw the small sticks around the room and starts to cry.

Care Giver's Goals

- empathize with the child and let him know that his feelings are understood
- help the child put his feelings into words
- talk about alternative ways to accomplish the task
- encourage independence and autonomy
- demonstrate loving support

Child's Needs

- learn to calm himself
- learn to recognize feelings and put them into words
- learn to find alternative ways to solve his problem; explore
- be willing to take more initiative
- trust himself

Responses That Foster Resilience

"The parent calmed the child and helped him find a place that was comfortable to build his road with the things he needed and liked. The parent felt sympathy and a desire to help the child. The child calmed down and worked with his parent. He felt sad and some self-pity but will calm down and manage with less outside help."

"The parent would soothe the child and help him build. The parent would feel sad for the child. The child will work with the parent and fix what he is building, but he would feel sad. Then he would see how nice it is to work with the parent."

Response That Does Not Foster Resilience

"The parent let the child cry and be mad. The parent felt sad but thinks it is good for the child to face his problems and learn to solve them by himself. The child might feel helpless or angry but must learn how to live by himself. He felt angry, sad, and hopeless. The parent would grasp the child's true feelings and communicate with him."

Resilience Factors Promoted

I HAVE . . .

- Trusting relationships
- Role models
- Encouragement for autonomy and independence

I AM . . .

- Lovable and my temperament is appealing
- Becoming autonomous and independent
- Proud of myself
- Seeing my mother being loving, empathic, and altruistic

I CAN . . .

- Problem solve
- Manage my feelings and impulses
- Seek trusting relationships

The Results

The resilient 7 year old is proud of his or her accomplishments and is increasingly able to initiate activities and solve problems independently. The child feels pleasure and confidence in overcoming an adverse situation. He or she is beginning to understand the connection between actions and consequences and is getting better at taking responsibility for his or her own behavior. However, the child still may justify his or her own actions while recognizing "bad behavior" in others.

The child's ever-improving language skills, combined with good modeling on the part of the care givers, enable him or her to communicate with increasing effectiveness. The child feels secure in the love of others, good about himself or herself, and proud to be able to use the growing ability to please oneself and others.

Not all resilient 7 year olds will have developed all their I HAVE, I AM, and I CAN resources to the same degree, but they will all be on their way. Here's how we can use the vocabulary to show the resilient 7 year old's views of his or her environment, himself or herself, and his or her skills.

I HAVE . . .

- Trusting relationships

  My parents and other care givers show me love and accept me without reservations. They pat me, hug me, and tell me how much they love me. It is nice to be loved and I need that. I can trust my parents to love me even when I am naughty or sulking, and they try to comfort me and calm me down when I am hurt or unhappy. They do not do mean or painful things to me or allow anyone else to harm me. My parents are there when I need them and that is important to know.

- Structure and rules at home

  The rules and routines are clear and I know what is expected of me. When rules are changed, I am told so I am not surprised or confused. It is comforting to know what to expect. I know what I am supposed to do when I start some activity or game: I must clean up after myself, not bother others, and not do any damage. When I break the rules, I know what the consequences are. My parents talk to me and tell me exactly what I did wrong. But they also listen to what I have to say, and we can usually work something out. Even when I am punished, my parents explain the punishment, carry it out, and then we reconcile. I need my parents to love me, accept me, and forgive me.

- Role models

  I watch what my parents do when they are making something, repairing something, or talking with people. I especially watch how they treat people and deal with conflicts or problems with others. It is important to me to see my parents show by their actions what is right and good. They are showing me how to be a good human being and I am learning. My parents help me and tell me where and when certain behaviors are acceptable and where and when they are not.

- Encouragement to be autonomous

  My parents want me to accept more responsibility for what I do, and they encourage me. But I am so eager to do things on my own that I sometimes have to be cautioned and slowed down. I am learning to think before I act so that I do not make so many mistakes. And I am also learning when to ask for help. I need my parents or someone to encourage me to go ahead when I feel unsure of myself. My parents use some words of resilience so I can learn more about what makes me able to overcome problems.

- Access to health, education, welfare, and security services or their equivalents

  My parents take me to the doctor or clinic or someone who knows about health when I am sick or need any shots. They let me go to school or day care, if there is one, or have some group experience with other children. They can get help from social services or people who know what to do, when we need it. I feel safe because my parents show me the people who protect us.

I AM . . .

- Lovable and my temperament is appealing

  I smile at people, play with them, maybe sing a song or dance for them. I like to do things to please people because then they are happy and so am I. I show my love by hugging the people I love and telling them I love them. I do not behave too actively or impulsively. Nor am I so quiet no one knows I am there. My behavior is reasonably balanced, and I can calm myself down or stir myself up when I need to.

- Loving, empathic, and altruistic

  I am becoming more and more aware of how other people feel, and I can even give names to what they seem to be feeling. I care about what has happened to them and want to help them. I show my love and caring by what I say and do, and I am able to feel some of the pain they are feeling when they are sad or troubled.

- Proud of myself

  I like myself most of the time and want to be proud of what I do and achieve. I can do many things and am learning to do more things. I feel sure I can be accepted by other people and children because I am a good person who cares about others as well as myself. I do not let anyone make fun of me, hurt me, or tease me. I respect myself and expect others to respect me.

- Autonomous and responsible

  I am doing more and more things on my own but know when I must tell someone or ask permission. I am aware that what I do affects how things turn out and know that I must take the consequences of what I do. I may not always be able to admit I was wrong, but I am learning not to blame someone else when my actions have caused a problem.

- Filled with hope, faith, and trust

  I believe that I will be able to be safe, loved, and accepted, and that the future is promising. I have confidence that I can be a good person and that there are many others I can trust. I hope that whatever is wrong now will become better.

I CAN . . .

- Communicate

  I can talk with my parents and others and share my thoughts and feelings with them. We can try to resolve any conflicts and can be clear on what we need from each other and what we can expect from one another.

- Problem solve

  I am able to assess a problem and understand the parts of it. Then, I can think of a strategy to solve the problem. I may need help with this and know how to ask for it. I can solve problems I am having with friends. We can talk things through and agree on a solution so that we both are satisfied.

- Manage my feelings and impulses

  I know more about what upsets me or makes me angry, afraid, or unhappy. I am learning more about how to manage my reactions to these feelings by trying to calm down. If I do not react too strongly or withdraw too much, I can think more clearly and be in charge of what I do in response to my feelings. Talking to the person who has upset me helps me get over the problem between us.

- Gauge the temperament of myself and others

  I know when I tend to take action before thinking and am learning how to reverse that order. I am learning about how cautious or quick to go into action others are. This is useful information to help me understand those around me.

- Seek trusting relationships

  I have found a teacher or a neighbor or a relative or another child I can trust with my feelings and thoughts and problems. I can turn to them when I need comfort or help, and I know they will respond. My parents still are my first choice.

Chapter Four: The Child from 8 to 11

Tasks of the Age

During ages 8 through 11, the child learns about industry. He or she is actively engaged in mastering life skills, particularly in schoolwork. The child wants to be successful and to have a positive self-image as an achiever. He or she also wants close friends, as well as peer acceptance and approval. He or she can complete tasks and do things with others. If the child is unable to be successful in all this industry, he or she feels inferior and becomes extremely sensitive to his or her limitations. If the care givers, teachers, or friends make fun of the child or otherwise communicate that he or she is not very able, the child will feel insecure and may begin to doubt his or her self-worth and ability to succeed in the world.

What Parents and Care Givers Can Do

When they promote resilience in the child from 8 to 11, parents and care givers:

- provide unconditional love;
- express love verbally and physically in age-appropriate ways;
- use limits, calming behaviors, and oral reminders to help the child manage and modulate feelings, especially negative feelings and impulsive responses;
- model consistent behaviors that communicate values and rules, including helpful resilience factors;
- clarify the basis for rules and expectations;
- praise accomplishments and desired behaviors, such as sticking with and finishing a hard homework assignment;
- provide opportunities for the child to practice dealing with problems and adversities through exposure to manageable adversities and fantasy; provide guidance in the process, drawing on appropriate resilience factors;
- encourage communication so that issues, expectations, feelings, and problems can be discussed and shared.

They also:

- balance autonomy with available, but not imposed, help;
- modulate consequences for mistakes with love and empathy so that the child can fail without feeling too much stress or fear of loss of approval and love;
- communicate about and negotiate growing independence, new expectations, and new challenges;
- encourage the child to accept responsibility for the consequences of his or her behavior while communicating confidence and optimism about the desired outcomes;
- encourage and model flexibility in selecting different resilience factors as a response to an adverse situation, for example, seek help instead of continuing alone in a very difficult situation; show empathy instead of continuing with anger or fear; share feelings with a friend instead of continuing to suffer alone.

Examples of Resilience and Non-resilience Promoting Actions

THE SITUATION

An 11-year-old girl was taking care of her 3-year-old brother when the house caught fire. She tried to put it out, but couldn't. Then she tried to reach her brother, but couldn't. Finally, she ran out of the house, and her brother was burned to death.

You promote resilience if you share the grief of the entire family over the loss of the 3 year old and assure the girl you love her (I HAVE); if you let the girl know you understand how much she tried to save her brother (I CAN); and if you help her sort out her feelings of responsibility from her actions and desire to save her brother (I AM). You will help the girl use resilience to overcome this tragic adversity. The experience may guide her into a life of helping others in

trouble and thereby become transformed by the tragedy.

If you blame the girl for not putting out the fire and for not saving her brother, you will reduce her to guilt and shame and sadness that may prevent her from ever developing resilience to overcome future adversities in life.

THE SITUATION

A 9-year-old boy went out of the house even after his father told him not to go out. The father did not know about this until he realized it was late and the boy was not home.

You will promote resilience if you talk to him when he returns and ask why he broke the rules (I HAVE); if you make clear that his behavior is not acceptable even with his excuses, and that he is responsible for what he did (I AM); and if you talk with him about what needs to be done to prevent this kind of behavior in the future (I CAN). He will learn from this experience to use resilience to face this adversity, to learn from it, and to behave in a more responsible way in the future.

You do not promote resilience if you yell at him or spank him when he comes home, and accuse him of being a bad boy. Then you make him feel guilty, but resentful, and you have given him a label of "bad boy," which will influence his idea of himself in the future. He will have difficulty dealing with a future adverse situation, even one that he creates, because he lacks resilience and none is being promoted.

Examples from the International Resilience Project

We turn again to the Resilience Project for two further hypothetical situations involving children. The same outline is presented: the situation is described, the care giver's goals in responding are listed, and the needs of the child are identified. Two examples of resilient responses from the data are then provided, as well as the resilience factors fostered. Finally, examples of responses that inhibit the promotion of resilience are again provided to indicate what not to do in response to adversity.

THE SITUATION

Nine-year-old Rita walks to school every day and passes a place where a group of older children stand around. When she passes them, they call to her, make fun of her and, sometimes, push her. She has become so frightened she refuses to go to school any more and tells her mother she is sick. Her mother knows she is healthy.

Care Giver's Goals

- help the child talk about what is really bothering her
- empathize with the child's fears
- discuss alternative ways to solve the problem
- assure the child that she is not to blame for the older children's behavior
- consult with the school to get help

Child's Needs

- learn to recognize differences among people and their behaviors
- develop more confidence in her ability to solve problems
- build more skills in reaching out for help

Responses That Foster Resilience

"The mother would take the child to the doctor to see if anything was wrong. When nothing was found wrong, the mother would accompany the child to school. The child would confide in her mother the real reason she did not want to go to school. The mother would try to help the child overcome the fear and give her a number of suggestions: ignore the children or walk with some friends. The child would follow the mother's advice but would feel ashamed if the mother continued to accompany her to school."

"The parents would ask the girl the real reason why she does not want to go to school. They care about the child and are concerned. The child was very happy that her parents asked, and she trusted them to help her. She will discuss the problem with them, and they will solve it so she can go to school again."

Responses That Do Not Foster Resilience

"The mother would send her to school and tell her not to be afraid. The child would still be afraid but would go."

"The mother would accompany the child to school every day and would feel heartbroken because of the problem. The child went to school unwillingly and felt unhappy. The child would learn to tell the truth."

Resilience Factors Promoted

I HAVE . . .

- Trusting relationships
- Role models
- Encouragement for autonomy and independence

I AM . . .

- Lovable and my temperament is appealing
- Becoming autonomous and independent
- Proud of myself
- Filled with hope, faith, and trust

I CAN . . .

- Communicate
- Problem solve
- Manage my feelings and impulses
- Seek trusting relationships

THE SITUATION

Tina is 11 and Clark is 6 years old. They are in the house alone. Tina is washing some dishes, and Clark is putting his toys away in a box. It is almost time for lunch, and they are waiting for their mother to come home. Suddenly, Tina hears Clark scream, "My foot is caught! Oh, it hurts!" Tina rushes to Clark.

Care Giver's Goals

- encourage children to talk about what happened and how they feel
- discuss ways to handle unpleasant or threatening situations
- model strength in protecting family members
- assure children that they are not to blame for what happened

Child's Needs

- become more aware of behaviors and values of others
- build more skills in dealing with others
- recognize differences among people
- acquire confidence in protecting self

Responses That Foster Resilience

"The mother would help the girl with her brother when she came home. The girl would be grateful because she was worried about her brother. They would help the brother and then eat lunch."

"The sister would tell her mother what happened and what she did. The sister felt her mother would be angry with her and feel sorry for her brother. The sister would not be punished, and the parents would be angry with themselves for not taking good care of the child. The mother would take the boy to the doctor."

Responses That Do Not Foster Resilience

"The sister pulled the brother's foot out and called the mother's place of work so she could take the child to a doctor. The sister felt she was to blame for not having watched her brother. The boy felt he was getting into mischief while his sister was washing the dishes. No one knows how it will end."

"The parent hit the sister and was very angry. She told her parent she would never stay alone with her younger brother again. She felt confused."

Resilience Factors Promoted

I HAVE . . .

- Trusting relationships
- Structure and rules at home
- Role models
- Encouragement for autonomy and independence
- Access to health, education, welfare, and security services

I AM . . .

- Lovable and my temperament is appealing
- Loving, empathic, and altruistic
- Becoming autonomous and independent
- Proud of myself
- Filled with hope, faith, and trust

I CAN . . .

- Communicate
- Problem solve
- Seek trusting relationships

The Results

The resilient 11 year old is becoming flexible enough to move back and forth between autonomy and appropriate dependence, seeking help from authority figures and peers. The child is confident in himself or herself as a "doer," able to take on and complete many activities, solving problems as they arise. The child's social confidence is also high. He or she can seek, develop, and maintain friendships and is increasingly able to talk through problems that arise in these relationships and to find reconciliation. The child is increasingly able to assess his or her own behavior and to accept responsibility for his or her actions and their consequences.

At 11, the child can share feelings with trusted others and recognize and respect what others are feeling. The child is broadening the base of values and moral understanding and can decide for himself or herself whether what someone else wants to do is right or wrong and whether or not to go along with it. The child demonstrates empathy, altruism, confidence, self-esteem, optimism, and faith. He or she recovers from adversities, often feeling stronger, more confident, and "grown-up." The child is well equipped to face the challenges of his or her world.

Not all resilient 11 year olds will have developed all their I HAVE, I AM, and I CAN resources to the same degree, but they will all be on their way. Here's how we can use the vocabulary to show the resilient 11 year old's views of his or her environment, himself or herself, and his or her skills.

I HAVE . . .

- Trusting relationships

  My parents still give me unconditional love, and I can rely on it being there. They often tell me how much they love me and how proud they are to have me as their son or daughter. I trust my parents to love me even when I do something wrong or am in a bad mood. They try to comfort me and help me feel better. We are able to talk about what may be bothering me. I also have trusting relationships with other people—a teacher, another adult, or a classmate. It is nice to have so many people I can trust and love.

- Structure and rules at home

  I do not need as much routine at home as I used to, and my parents allow me to come in a little bit later than before. They give me a time by which I must be home, though. I can count on the family to keep some routines, and I respect them. I am expected to contribute to keeping the home clean and making sure I do not leave dirty things around. I may have to take care of a sister or a brother, do chores, and help when asked. I know the consequences when I break the rules and am sometimes punished. But I am not harmed physically. We are able to talk about what I did wrong, and I can give my side of why I acted in that way. Sometimes we negotiate a punishment. My parents or other family members and I make up and are reconciled again. I need to have everything all right again.

- Role models

  I still see my parents as showing me how to behave in different situations by what they do. But I am more critical and sometimes think they are not being fair. I can ask them why they did something and talk about it, but I am careful not to be critical; that is still their right, but not mine! I have teachers and heroes as role models, and I watch what they do and say. Sometimes I think they are not doing the right thing, and I decide I will not do the same thing.

- Encouragement to be autonomous

  My parents expect me to make more decisions on my own and to seek help or advice as I need it. They give me opportunities to deal with problems alone but are there to help me when I need it. They encourage me and say things that help me learn how I am becoming a better person.

- Access to health, education, welfare, and security services

  Our family can go to a doctor or a clinic or to someone who knows about health and

receive care. I am in school or someplace where I am learning many things and feel I am doing well. I like the people who teach me things, and I have lots of friends. Our family can get help from social or welfare services or from someone who knows what to do when we have special problems. Our community has police officers or those who are there to protect us to make sure we are safe.

I AM . . .

- Lovable and my temperament is appealing

  I know people like me. I make friends easily or just focus on a few friends who like me. I try to do nice things to make people like me—share some food, give a gift, let people know how glad I am to see them, help them with something. I also try to manage my actions so I do not act too fast or too slow and annoy people. I can calm myself down, too. I know when I am successful because people like me more.

- Proud of myself

  I respect myself and expect others to respect me. I am proud of who I am and what I achieve, and I will not do things that make me ashamed of myself. But if I do something wrong, I try to correct it so I feel good about myself again. I know I am liked by others because I care about them as well as myself.

- Autonomous and responsible

  I know that I can do more and more things on my own but that my responsibilities increase, too. What I do affects what others do and the outcome of events. I cannot blame others when it is my fault that things went wrong. I am also learning how to separate what I did to affect outcomes and what others did. This helps me know where the responsibility lies. I try to correct what I did wrong or apologize.

- Filled with hope, faith, and trust

  I have confidence that things will turn out all right and that the future looks good. I accept my responsibility in making the future good. Even when I make mistakes, I have faith that things can be corrected and things will be all right. I know more and more about what is right and what is wrong, but I am also aware that people do not always agree about what is right and what is wrong.

I CAN . . .

- Communicate

  My parents and I can talk about my growing independence, my future, what is expected of me, my needs, and what they want from me. We can discuss our different points of view and negotiate solutions to problems. I can communicate with my friends and share my thoughts and feelings with them, too.

- Problem solve

  I am often able to see all sides of a problem and understand what it is about. This is true for solving schoolwork problems and for resolving interpersonal problems. I can ask a teacher for help when I do not understand a schoolwork problem, and I talk with my friends or whomever is involved when I have a problem with someone else. I can test out solutions with thoughts and words before I act.

- Manage my feelings and impulses

  I am able to recognize my feelings and name them. I can usually recognize and name feelings in others, too. Then, I try to find out what has made me feel like this or has made the other person feel the way she does. This helps me when I want to express my thoughts and feelings and listen to the other person tell about her thoughts and feelings. I can show the person I care about her side of the conflict, and we can begin to resolve it. I try to manage any tendency to react too soon or too strongly and to calm myself down and think before acting impulsively.

- Gauge the temperament of myself and others

  I know myself pretty well, especially how I react to things and events around me. I happen to be someone who gets easily excited and eager for action. Some of my

friends are that way, too. When we're together, I have to be careful not to get carried away and do something unwise. One of my parents is a lot like me, but the other one is very careful and cautious and sometimes seems afraid to do anything. My friends may be more like me or more like my cautious parent. It helps to know what to expect.

- Seek trusting relationships

  I can find someone I trust to help me in some things and another person to help me in others. I am learning more and more to seek out those people when I am troubled, do not understand what is happening, or need to share my hopes and dreams. I can go to my parents, but I also have others whom I can trust to help me.

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Appendix 1

Promoting Resilience in Children: Teaching and Discussion Strategies

Talk about resilience as the capacity to face, overcome, and even be transformed by adversity.

List on a board or paper some of the adversities people face.

If the group is small enough and comfortable enough to participate, ask the participants to indicate some of the adversities they know about or have experienced. (This can also be done when working with individuals.)

Discuss some of the ways to deal with adverse situations.

Introduce the vocabulary of resilience. This could be done with combined ages, with several age groups, or with a specific age group.

Discuss I HAVE resilience factors. Make clear that these are supports, resources, and help outside the child.

Have the group discuss the supports children they know have and the resources available in the family and community.

Encourage participants to describe how they use the family and community supports and resources.

Discuss I AM resilience factors. Make clear that these are feelings, attitudes, beliefs, and strengths within the child. These are what stay with the child all of his or her life. They can be strengthened by supports but not created. There is no magic in resilience!

Have the group discuss inner strengths they have seen in children and what can be done to help promote these inner strengths.

Encourage them to describe personal experiences in fostering I AM resilience factors.

Discuss I CAN resilience factors. Make clear that these are social and interpersonal skills children learn and acquire. These are tools for interacting with other people. They must be taught and learned.

Have the group discuss social and interpersonal skills they have taught children and/or have seen in children. Encourage them to describe some of the ways they have helped children learn these skills.

Put the I HAVE, I AM, I CAN resilience factors in a dynamic relationship with each other. Discuss how these factors work in a dynamic way together. Some guiding questions to help the discussion might be:

- If the parent or other adult protects the child from all adversities, can the child strengthen his/her sense of autonomy, control, and responsibility?
- If the adult speaks for the child in a conflict with another child, can the child learn a social skill like negotiation?
- If the child does things independently without help or advice from adults, is he or she at greater risk of harm or failure?
- How do these dynamics change with age? How are these dynamics influenced by individual differences?

Examine the vocabulary of resilience for the age groups: 3 and under; 4 through 7 years; 8 through 11 years. The ways to foster resilience are different in terms of behavior: for example, we do not pick up an 11 year old, but we show love by words and hugs. The factors are the same, the ways to use them involve different behaviors.

Present a situation of adversity (use the ones in the Guide or use others, matching the age of the children in the situation to those the trainer/trainees work with). Ask participants how they would respond:

- What would they do?
- How would they feel?
- What would the child probably do in response to the adult's action?
- How would the child feel?
- How would it end?
- What resilience factors would they be using?
- What are the dynamics of the resilience factors used?
- How were the factors combined to promote resilience in the child?

Ask them also:

- What are the goals of the adult?
- What are the needs of the child?
- What resilience factors were used?
- What was the combination of resilience factors used?
- What were the dynamics?
- What ways were used to prevent resilience from developing?
- What would the group suggest to help the adult promote resilience?
- Note: Children can learn to promote resilience in themselves and in their friends using the same information from the Guide.

If the group or individual meet with the leader on a regular basis:

- Have them bring back experiences of adverse situations occurring between meetings. What did they do to overcome them and help the child overcome them?
- Have them report on what they did since the previous meeting to promote resilience in their children or those they work with.

Encourage participants to use the vocabulary of resilience with children and in their own thinking and behaving. Giving a word to a resilience factor helps everyone become comfortable and familiar with the idea of resilience and better able to recognize when the promotion of resilience is occurring.

If the trainer or trainee works directly with children, the children may be asked similar questions about their experiences and behaviors concerning the promotion of resilience. They will also benefit from using the vocabulary in their thinking and talking.

Using Your Own Experiences

You have probably been thinking about your own experiences in promoting resilience in the children you have or work with. It may be helpful to you to begin thinking about those

experiences in a structured way. You may want to use the following form of thinking.

Can you remember a situation you experienced with a child that had the potential for promoting resilience in the child? (Put your responses in the left-hand column of a sheet of paper.)

What was the situation?

What did you do?

How did you feel?

What did the child do when you took that action?

How did the child feel?

What was the outcome or how did it end?

After you have done this, look at the ways parents and care givers can promote resilience in infants and toddlers and see if you would change your behavior in any way. Did you provide the I HAVE features and help the child with the I AM and I CAN features of resilience? What dynamics did you use? What would you change if the situation occurred again? (Put your responses in the right-hand column.)

Try to repeat this exercise for different ages of infants, toddlers, and older children, and with different situations from your experience.

You may also want to keep some kind of record of experiences you have that you perceive as adversities and indicate what you did in response or in preparation that promoted resilience in the child.

Appendix 2

Further Reading

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Appendix 3

Checklist for Children

The following items were used in the International Resilience Project as a checklist for perceptions of resilience in children.

The child has someone who loves him/her totally (unconditionally).

The child has an older person outside the home she/he can tell about problems and feelings.

The child is praised for doing things on his/her own.

The child can count on her/his family being there when needed.

The child knows someone he/she wants to be like.

The child believes things will turn out all right.

The child does endearing things that make people like her/him.

The child believes in a power greater than seen.

The child is willing to try new things.

The child likes to achieve in what he/she does.

The child feels that what she/he does makes a difference in how things come out.

The child likes himself/herself.

The child can focus on a task and stay with it.

The child has a sense of humor.

The child makes plans to do things.

Developing Resilience in Urban Youth*

Linda F. Winfield

Reports of the disturbing condition of youth in urban America continue to capture the nation's attention. Although it is appropriate to recognize the desperate social and economic conditions that affect young people, it is also critical to study and understand how some youth succeed despite the overwhelming odds against them. Understanding the concept of resilience provides information that can help administrators, teachers, and policymakers design more effective school environments and intervention models.

The term "at risk" has been over-used in education, often being applied to urban youth as a descriptor even though the term actually applies to the conditions of their lives—specifically, "risk factors" such as poverty and economic status. In labeling youth "at risk," we often blame the students for their own educational failure. As noted by Berry (1989), "the old labels of the past that have inferred cognitive, motivational, self-esteem, and learning deficits of Black children, youth, and college-age young adults should be looked at with a jaundiced eye" (p. 288). Resilience, on the other hand, suggests the individual's response to risk factors. Some children are able to overcome adversity and succeed, while others are not. The concept of resilience has been used in other fields for a much longer period—e.g., health and psychiatric research—which generated considerable interest in understanding the characteristics that enable individuals to survive severely traumatic experiences. In my work, I deliberately focus attention on "correlates" or protective processes that foster resilience—although, in reality, resilience is an interaction between the characteristics of the individual and the environment. These correlates or protective processes are the factors over which adults working with children have considerable influence.

Overview

This paper discusses the characteristics of resilient children and how to build protective processes within and around children so that they overcome risk at critical decision-making moments in their lives. The paper outlines a research-based definition of resilience, four major protective mechanisms that foster resilience, and examples of strategies that help to build those protective processes for students. Three critical transition periods for students are explored, followed by recommendations for programs and policies during each transition period. The paper then summarizes these recommendations.

Characteristics of Resilient Children

Garmezy (1983) and others have identified individual characteristics of resilient students in high poverty areas who succeeded despite their disadvantaged circumstances. These characteristics include a wide array of social skills, positive peer interactions, a high degree of social responsiveness and sensitivity, intelligence (measured by IQ), empathy, a sense of humor, and critical problem-solving skills. Additional characteristics of resilient children

* Winfield, Linda F. (1994). *Developing resilience in urban youth.* Urban Monograph Series. Oak Brook, IL: North Central Regional Educational Laboratory. Reprinted with permission.

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identified by Garmezy (1983) include the following:

- Positive peer and adult interactions
- Low degrees of defensiveness and aggressiveness and high degrees of cooperation, participation, and emotional stability (teachers' ratings)
- A positive sense of self
- A sense of personal power rather than powerlessness
- An internal locus of control (a belief that they are capable of exercising a degree of control over their environment)

Resilient children also tend to have parents who are concerned with their children's education, who participate in that education, who direct their children's everyday tasks, and who are aware of their children's interests and goals. Another important characteristic of resilient children is having at least one significant adult in their lives. An intact family was not an identifiable, consistent correlate (Clark, 1983; Fine & Schwebel, 1991).

However, a more meaningful conception views resilience not as a fixed attribute, but as vulnerabilities or protective mechanisms that modify the individual's response to risk situations and operate at turning points during his or her life (Rutter, 1987; Garmezy, 1991). Rutter illustrates this point clearly:

> Protection does not reside in the psychological chemistry of the moment but in the ways in which people deal with life changes and in what they do about their stressful or disadvantageous circumstances. Particular attention needs to be paid to the mechanisms operating at key turning points in people's lives when a risk trajectory may be redirected onto a more adaptive path. (Rutter, 1987, p. 329)

By labeling children "resilient" or "nonresilient," it is easy to overlook the significance of this concept. What makes a child "resilient" is the relative strength of individual characteristics and external protective processes (supports provided by school staff, communities, and families) compared to the influence of risks and vulnerabilities in the external environment. A student may be resilient at certain critical moments and not at others, due to the circumstances surrounding an event or moment. Because resilience is being defined here as a dynamic rather than a static concept, educators, families, and community members must build young people's potential to be resilient and strengthen protective processes in the face of external risk factors such as gang warfare; low teacher expectations; physical, verbal, or sexual abuse; alcohol or other drug abuse; pregnancy; and so forth.

What Do We Mean by Resilience?

How do we define this term to make it meaningful and useful to educators and policymakers? Some of the terms often considered to be synonymous with resilience are positive coping, persistence, adaptation, and long-term success despite adverse circumstances. Is resilience something we do or something we foster? If you view resilience as something we do, then many of the strategies adopted will be short-term and misdirected toward changing the child. This approach is similar to what some teachers attempt to do in order to build students' self-esteem. Typically, commercial packages are purchased and teachers teach a lesson on self-esteem. This strategy is ineffective because self-esteem and self-efficacy are learned through positive social interaction and successful accomplishment of tasks, rather than through decontextualized units in a workbook.

Resilience should be viewed as something we foster throughout students' development by strengthening protective processes for students at critical moments in their lives. When you view resilience as a developmental process that can be fostered, then strategies for change can be directed toward practices, policies, and attitudes among professional educators. It is important to realize, however, that even when you change practices, policies, and attitudes within schools and communities, your work is not done. You will not automatically end up with a school full of resilient children. Within every young person is a delicate balance during those critical life events between the protective processes and risk factors that originate both internally and externally. Protective processes

have to be reinforced constantly so that the potential for young people to be resilient when faced with risk factors and vulnerabilities remains intact.

The three characteristics of the process of fostering resilience are as follows:

1. The process is long-term and developmental.
2. The process views children with strengths rather than with deficits/risks.
3. The process nurtures protective processes so that children can succeed, by changing systems, structures, and beliefs within schools and communities.

Beginning a Long-Term and Developmental Process

The difficulty in doing research on resilience is that the development of resilience occurs over a long period and depends on the presence of positive interventions by a significant individual, school, or organization at critical life points in order to counteract risks and vulnerabilities. Indications of resilience require more than short-term achievement gains on standardized tests, although these gains, too, are important. Fostering resilience is not a quick fix scheme or a panacea. An analogy that I like to use derives from research on gifted and talented individuals. People who go on to be world class athletes, Nobel Prize winners, or world famous musicians or artists had, at particular periods, the appropriate combination of support and encouragement, along with opportunities to study with "expert mentors" over a number of years in order for their talent to be developed. Yet, typically the only people within education who use the language of potential and the development of talent are those involved in gifted education. Unfortunately, these programs often are reserved for a small number of students, very few of whom are from racial/ethnic minority groups.

Viewing Children with Strengths Rather Than with Deficits/Risks

In the inner city, the task of developing talent is even more difficult—not only because of the risks, conditions, and vulnerabilities, but also because of the prevailing attitudes and beliefs of adults. We need to change our approach from one that emphasizes risks, deficits, and psychopathology to one that capitalizes on protection, strengths, and assets. We have become experts at predicting who will fail and what kinds of programs will compensate for the deficits. But to design effective interventions, we must understand how some students persist and succeed in school and in later life despite the overwhelming odds against them.

In what ways do students learn to cope? To answer this question, I conducted observations in a particular urban school for several months. After school one day, a first grade special education student was missing when his mother arrived to pick him up. The teacher and principal called school security and the police, searched the building, and questioned other children in the class, but they could not locate the boy anywhere. The next day, I asked the principal what had finally happened. It turned out that the student's mother had arrived late to pick him up, and he knew that he had an appointment at a clinic downtown. The school routinely provided bus and transportation tokens for large numbers of students. So this student caught the mass transit system to get to the bus stop, then took the bus downtown and walked the remaining three or four blocks to make sure he was on time for his clinic appointment. The point is that this student, a first grader classified as "special ed," was able to negotiate a complicated transportation system. When his mother had not picked him up on time, this first grader had inferred that she was not coming, devised a plan, used memory, and executed his plan to keep his appointment. Think of all of the higher-order cognitive skills that were required for him to accomplish this task!

Nurturing Protective Processes for Children

Nurturing protective processes to help children succeed requires us to change beliefs, systems, and structures within schools and communities. The shift in thinking about resilience requires a change in beliefs, structures, and policies. Our expectations for young people are only part of the required change. If I asked teachers about IQ or student intelligence, a majority would say

that it is fixed and immutable—that they cannot do much to change it. They believe that intelligence is largely genetic and that it is different across racial/ethnic groups. Most teachers might also admit that environment plays a part; however, because of the poor homes in which many students live, teachers feel that these students are unable to perform academically.

When these belief systems are ingrained in teachers' minds, it is very difficult to talk about changing expectations, planning for long-term success, or developing resilience in inner-city and disadvantaged children. These ingrained belief systems need to change. Unfortunately, individuals' perceptions, beliefs, and attitudes are not easily changed. But these belief systems can be changed by implementing sustained professional development, adopting school policies, and developing school cultures that promote learning and achievement for both students and teachers.

School administrators and teachers have the ability to change the structures, language, and policies that affect individual belief systems. These components must be consistent with protective processes and fostering resilience. Tracking practices, readiness testing, Chapter 1 programs, special education, and ability grouping may serve the needs of some students, but they are generally inconsistent with the notions of protective mechanisms and fostering resilience. We must seriously rethink what we do with and to students in urban schools.

Winfield and Manning (1992) indicated that school organization and teacher practices can become more responsive to students' needs if educators reexamine processes and outcomes that affect students and alter school structures. By changing school structures, a positive school climate can be fostered and teachers and principals can focus more specifically on protective processes that foster resilience. Factors such as school goals, expectations, discipline, and reward systems within a school can either advance or hinder student success in schools. Empirical evidence obtained over the last decade suggests that it is effective to change the school's organizational culture to improve outcomes (Purkey & Smith, 1983; Corcoran, 1985). Changing school climate will depend on various structures peculiar to a school and must be developed at the building level. Schools differ considerably in their particular constituency, students, and the support needs of staff in constructing new experiences for students.

The most persuasive research suggests that school culture strongly affects student academic performance (Brookover et al., 1978). Schools that effectively accommodate student diversity possess similar characteristics that encourage a professional and productive work environment and improved student engagement (Moll, 1992; Reyes & LaLiberty, 1992; Tharp, 1989). As dynamic social systems, school cultures vary in response to the composition of the staff and student body and to the environment in which the school exists, leaving each school with a unique climate (Brookover et al., 1978; Purkey & Smith, 1983). Change is brought about when the focus is on systemic, organizational change that involves staff participation in all phases of school planning. That process begins by challenging biases and belief systems that impede student success. The purpose of the change is to examine and strengthen protective processes and supports for students and teachers.

What Do We Know about Resilience?

Two years ago, I set out to discover what we know from empirical studies of resilience among African-American youth. No longitudinal databases followed African-Americans for 20 years or more. Studies from the University of California at Berkeley that followed Caucasian males for 25 to 30 years found that choices made in adolescence influenced the major social roles later in life. There was stability of role performance and attainment. In a special issue of *Education and Urban Society* (Winfield, 1991), studies reported findings based on cross-sectional populations (i.e., each study focused on different age groups rather than one cohort over a long period) in attempts to piece together what is known about this long-term process. In developing a framework on resilience, major areas for potential intervention were identified.

These areas included policy, the school, the classroom, and the community. These areas can be crossed with the four major protective processes identified by Rutter (1987) to form a matrix. This matrix can be used as a tool in looking at practices and programs in each of these areas (policy, school, classroom, and community) that support one or more of the four protective processes. Rutter's four major protective processes that foster resilience are:

1. Reducing negative outcomes by altering the risk or child's exposure to the risk
2. Reducing negative chain reaction following risk exposure
3. Establishing and maintaining self-esteem and self-efficacy
4. Opening up opportunities

Four Protective Processes That Foster Resilience

The following section presents examples of programs, policies, and practices that address each of the four protective processes. However, Rutter's four major protective processes are not mutually exclusive and in fact may operate in conjunction with one another. Programs, practices, and policies developed may address one or more of the protective processes.

1. Reducing Negative Outcomes by Altering the Risk or Child's Exposure to the Risk

A dramatic example of altering the risk or child's exposure to the risk is a type of specialized private program in which the child is entirely removed from his or her environment and sent away to a school. This scenario suggests an extreme approach to reducing the exposure to risk, but it remains one alternative. However, for many inner-city children affected by alcohol and drug use or violence among parents or family members, leaving the environment is not an option. These children experience inconsistent parenting, abuse, and neglect in a variety of ways. Additional resources can be used to provide a mentor to support individual children in understanding that they are not to blame for abuse/neglect. Often, urban children come to school with their basic needs unmet, and risk factors can be reduced when programs such as free and reduced-price lunch, breakfast programs, and school-based health clinics are implemented and essential clothing is provided. Classroom strategies can be developed to emphasize positive peer interactions, and links can be made with community/church agencies that provide families with social services and support.

Many students from drug-exposed homes come to schools with hostility and anger, contributing to classroom behavioral problems. Often, looks or comments ignite physical altercations between students, causing disruption in classrooms. In one urban site, one teacher allowed the students 15 minutes every morning to cry and scream and get everything out "from the night before" before settling down to schoolwork. For many of these students, violence and abuse were everyday occurrences. In another school, the teachers and principal formed a discipline team (comprising other teachers, the principal, and a school counselor), which came into classrooms on call when an entire classroom became extremely disruptive. This team used assertive discipline techniques and modeling to help calm students and refocus them on tasks. These examples indicate that in the classroom and school solutions designed to reduce the child's exposure to risk have been implemented. Merely working with young people on an individual basis is not entirely successful, because the most effective interventions typically occur with families (Silbert & Berry, 1993). When teachers and principals attempt to do something about risk factors within their sphere of control, it has an effect, however large or small, in altering the child's exposure to the risk.

2. Reducing a Negative Chain Reaction Following Risk Exposure

What typically follows gang involvement, dropping out of school, or teen pregnancy is a downward spiral from which the child rarely recovers. Without intervention, a student cannot go on to recover from such a negative event. Some of the recovery programs for dropouts in which students are given part-time jobs and are allowed to come to school at different hours than traditional schools have been found to be effective. Flexibility, additional counseling

support, smaller classes, and experiential learning provide opportunities for success and are designed to prevent the negative chain reaction that occurs, often resulting from a lack of education.

When a student is faced with obtaining a job, he or she finds that possessing skills is what matters in labor markets, independent of educational attainment and credentials (Berlin & Sum, 1988). Increased literacy skills and credentials for urban youth are critical in order to achieve success in the labor market—that is, occupational status and increased earnings (Greenfield, 1980; Berlin & Sum, 1988). Those students who fail to attend high school or do not receive the skills join the ranks of the unemployed.

Similarly, Scott-Jones (1991) found that altering the negative chain following pregnancy depended heavily on adolescent mothers' receiving additional training and education. Rutter (1987) suggests additional strategies for reducing the negative chain reaction for adolescent mothers. These strategies include the provision of quality prenatal care and programs designed to encourage adolescent parents to continue schooling to reduce the likelihood of welfare dependency. Such programs might include on-site or community-referred day care, mother-infant programs, parenting classes, and ongoing health care services (school-based clinics) for mother and child.

At early ages, severe disruptive behavior, chronic absenteeism, or lack of academic progress often signals risk exposure. In one urban school, a Pupil Support Team was formed to evaluate the needs of individual children and to recommend support and assistance for academic and social problems and unusual home circumstances (Winfield, Hawkins, & Stringfield, 1992). This team comprised a counselor, teachers, principal, school-community coordinator, school psychologist, and so forth. The purpose was not to refer students to special education but to explore options, resources, and strategies that could be used to support students in distress. Typically, a teacher would request a meeting about an individual student who was having a problem. The solutions included having a teacher act as a mentor for the student, spending extra time working with the student before or after school or at lunch time, obtaining a decent pair of shoes for a child who failed to attend school because of the holes in his shoes, or perhaps arranging for an eye exam. Other solutions included obtaining resources from the church/community for counseling, food, shelter, or referrals for social work or mental health. This latter option was rarely used, because many of these impoverished communities had no mental health or social welfare clinics, and parents and students were required to travel distances outside of the community for services.

3. Establishing and Maintaining Self-Esteem and Self-Efficacy

Self-esteem and self-efficacy are developmental processes that are learned primarily in two ways: in positive interactions with peers or adults and in successful accomplishment of a task, whether it is academic, musical, artistic, or athletic. Self-esteem is not something that is learned in a de-contextualized manner. It is not learned by completing a series of lessons in commercially available programs. Similarly, self-efficacy develops when students learn that they have some control over certain things in their environment and that they are not helpless. In one urban school, I spent every afternoon observing a reading group conducted by the reading teacher, Mrs. S. Every lunch time, every afternoon, and every day after school, the same little girl, Adrienne, would come into Mrs. S's room. I later learned that at times Adrienne left her classroom to come to the room. Mrs. S gave her small tasks to perform such as putting labels on books, stacking books, and delivering books to other classrooms. She also encouraged Adrienne to read book titles and sound out unfamiliar words and gave Adrienne many other positive encouragements to boost her reading skills. When I asked Mrs. S about the young girl, she indicated that Adrienne had been in a pull-out reading program in third and fourth grade with her, but that the program did not serve fifth graders. Adrienne would want to stay behind after reading group, until Mrs. S would have to force her to go back to class. Mrs. S later found out from the school counselor that Adrienne

lived in a home in which physical and sexual abuse took place. According to Mrs. S, "Adrienne really enjoys helping me out, and when it is not interfering with her classroom time, I usually allow her to do that. Sometimes I have to chase her home after school." Although we do not know the effect of these activities on this student, Adrienne clearly was obtaining self-efficacy and self-esteem by accomplishing small tasks and interacting positively with an adult. Such accomplished tasks, part-time jobs, involvement with youth-serving agencies, and church and community experiences provide valuable positive lessons in self-efficacy for many inner-city students.

4. Opening Up Opportunities

When specific programs offer opportunities for students to acquire skills and invest in prosocial activities, they foster persistence. Murray Nettles (1991) found that students who participated in activities sponsored by community-based programs displayed the following characteristics: more certainty of graduating from high school, increased sense of personal control, heightened academic self-concept, and increased efforts to achieve future goals. Berry and Asamen (1989) provide a comprehensive view of African-American students' academic achievement from the prenatal stage to college years and the uniqueness of the psychosocial, educational, and cultural experiences in which they have developed. Social policies, such as desegregation and funding of Head Start, also have affected urban youngsters' opportunities and access in schools and classrooms (Swanson & Spencer, 1991).

Work on school desegregation and cross-racial friendships provides evidence of the long-term positive effects on achievement and occupational status of African-Americans when they are provided with opportunities for cross-racial friendships in integrated settings (Braddock, Royster, Winfield, & Hawkins, 1991). Evidence also suggests that cross-racial friendships among students in integrated settings build students' self-esteem and self-efficacy, particularly for students of color (Clark, 1991). Programs designed to maximize opportunities for disadvantaged students within schools include effective programs for students at risk (Slavin, Karweit, & Madden, 1989), successful organizational change and implementation in Chapter 1 urban schools (Winfield, Hawkins, & Stringfield, 1992), and other research-based interventions (e.g., Henry Levin's Accelerated Schools and Robert Slavin's "Success for All"). Similarly, the Comer process model, which focuses specifically on mental health, child development, and school governance, is consistent with notions of fostering resilience among urban students. If students experience some degree of academic success early in their careers, they are more likely to continue in school.

The special issue of *Education and Urban Society* on resilience (Winfield, 1991) contains a series of articles addressing major issues and findings at four critical transition points in a young person's schooling career: (1) home to early elementary and elementary school, (2) elementary school to middle school, (3) middle school to high school, and (4) high school to college. The next section of this monograph highlights findings from these studies of critical transition points.

Transition: Home to Early Elementary and Elementary School

Social Competence

In early childhood (preschool/kindergarten), children come to school with certain dispositions, temperaments, and behavioral characteristics that are labeled as entry characteristics. Children's entry characteristics will act as vulnerabilities or risk factors. Taylor (1991) points out that entry characteristics may be either risk factors or protective mechanisms, depending on the reaction that those characteristics produce in the environment. Some children enter kindergarten/first grade with characteristics that prepare them to meet the demands of school, and others bring behavioral characteristics that are at odds with classroom norms. Therefore, classroom teaching styles can and should be made more compatible with children's entry-level skills.

For all children, regardless of racial/ethnic group, the ability to negotiate successfully the transition from preschool/kindergarten to school depends on mastering some critical social behaviors that are school-related. Teachers expect "appropriate" classroom and task behaviors. Social competence in disadvantaged students is a protective factor that enhances their self-esteem and sense of efficacy (Taylor, 1991). It also opens up opportunities that, in turn, strengthen children's commitment to school and motivation for further learning. Young children who are verbally and socially adept often initiate and maintain positive interpersonal relationships with adults and peers.

Bowman (1994) points out that by the time children are five years old, the vast majority of them have learned the social norms, rules, and values of their community. They have mastered their home language, established appropriate social relationships with their families and neighbors, learned a variety of different category and symbol systems, and can organize and regulate their own behavior in situations familiar to them. However, a child's competence in his or her home environment may not allow him or her to adapt easily to the school setting or to succeed at academic tasks valued by teachers. Researchers Kagan (1991) and Meisels et al. (1992) have clarified the distinction between developmental failure and social mismatch. Children's skills and knowledge may be different from those expected by school, but these children are not developmentally delayed, low-ability, and so forth. By equating a child's developmental competence with a particular form of behavior, educators misread the meaning of the child's behavior and are led toward practices that compromise the child's potential for learning. School policies and classroom instruction must build on and use the knowledge, experiences, mastered skills, and language that children bring to school and connect children's prior cultural and community knowledge to learning the values, skills, language, and knowledge in the school.

According to Taylor (1991), the traits of successful first graders are the ability to postpone gratification, to be socially responsive, to maintain control over emotions, and to be in a positive frame of mind. Given the severe conditions in many urban communities, many poor African-American, Latino, or other minority youngsters do not enter school having mastered these characteristics. Whether the entry characteristics are risks or protective functions depends on the teachers' reactions to these children in that particular environment. If the child's behavior conforms with the teacher's expectations and norms, and if the teacher's response is favorable, then this combination will act as a protective mechanism for the child. If the child's behavior clashes with the teacher's expectations and norms and triggers a negative response from the teacher, then that child will face increased risk.

Resilience in coping with the transition at this early age is likely to be associated with having a good match between the child's entry characteristics and the teacher's expectations for classroom behavior (Taylor, 1991). Race influences this match in two ways. First, teachers' implicit beliefs about individual differences and the relative intelligence of racial/ethnic groups influence what they observe and expect from racial/ethnic minority group students. Second, many African-American children display certain behavioral and language patterns that differ from those of Caucasian children and from teachers' normative expectations (Taylor, 1991). Some African-American children have been found to have higher rates of motor activity, to show more expressive social and interpersonal styles, and to use nonstandard dialect.

The particular combination of students' cultural behaviors; teachers' biases, perspectives, and assumptions; and school-level policies often can create more risk than protection for children in early childhood and early elementary years. Particular factors also may be combined to produce protective processes. At the individual level, a child's entry characteristics can be perceived as a protective factor or a risk factor. At the classroom level, for example, teachers' normative expectations of students can be perceived as a protective factor or a risk factor. At the school level, policies such as screening programs designed to detect developmental

delay or readiness serve as protective factors or risk factors. These school policies more often function as a risk factor rather than a protective mechanism because of the likelihood of student misclassification. The use of screening instruments often involves a considerable amount of inaccuracy, due to the variation in cognitive skills and abilities in the early stages of a child's development. Thus, a particular child may be misclassified prior to entering kindergarten and mislabeled throughout elementary school. Labeling children as "needing remediation" may occur when a child does not have the appropriate entry characteristics and thus receives negative reactions from teachers. Unknowingly, schools are increasing the risks rather than the protective factors.

From past research, we know that protective mechanisms include the effects of quality preschool experience (Taylor, 1991). This intervention is effective not only to improve students' entry characteristics, but also to increase parents' involvement and participation and to strengthen students' positive relations with peers. Students learn prosocial behaviors such as cooperation and sharing, on-task behavior, and other school-related norms.

In research on cultural mismatch between teachers and students with Hawaiian children, Tharp (1989) emphasized two areas for making classrooms culturally responsive. First, language development should be emphasized through student-teacher conversation rather than drill and practice instruction. Second, instruction should be contextualized and designed to use and reinforce children's prior knowledge and everyday experiences.

Help-Seeking Behavior

Another protective process that has been found to foster resilience at early ages among African-American youth is help-seeking behavior (Nelson-LeGall & Jones, 1991). Many practitioners view help-seeking behavior as an indication of dependence on the external environment to solve problems. However, Nelson-LeGall and Jones (1991) identify help seeking as a problem-solving strategy that grows out of the cultural experience of African-American youngsters. This strategy allows children and learners to cope with academic difficulties by keeping them active in learning tasks. Classrooms in our society typically emphasize individuality, self-sufficiency, and autonomy, and these traits are used as signs of well-being, maturity, and competence (Nelson-LeGall & Jones, 1991). In reality, as Nelson-LeGall and Jones indicate, children need both autonomy and social support when they are developing.

Cooperative teaching methods and instructional styles that encourage students to learn in teams or pairs support help-seeking behavior in the classroom. For example, a fourth grade teacher in Longmont, Colorado, who teaches both English- and Spanish-proficient students has set up peer review teams in her classroom to support students in writing their own books. Students sign up to be peer reviewers according to areas of expertise: ideas, spelling, punctuation, illustration, and so on. Teacher and students alike have independent time to write or reflect and have time for peer and teacher review. Signs on the students' and teacher's desk indicate whether it is independent time or peer/teacher review time. This teacher has structured opportunities for help seeking and social support that directly feed back into individual performance and independent learning (Reyes & LaLiberty, 1992).

Help seeking, as defined by Nelson-LeGall and Jones, is viewed as an adaptive function that allows students to seek help when they need it within a classroom setting, rather than as an indicator of dependence, immaturity, passivity, or even incompetence. Moreover, help seeking is a sign of motivation in that the child is actively seeking human resources to increase his or her chances of success. As a protective process, it works remarkably well because help-seeking behavior makes students more adept at getting the teacher's attention. Help seeking is the student's way of not only seeking help, but also establishing interpersonal contact with another adult.

Most teachers feel that seeking help is only important or appropriate after the child has tried independently and diligently and perhaps has failed. Help seeking is typically not valued

within the classroom, and when it is not valued, it may serve as a risk rather than a protective mechanism. African-American child-rearing patterns tend to encourage help seeking and this kind of active coping style. Nelson-LeGall and Jones (1991) found that children initiate solutions to problems and demonstrate competence in handling difficult learning situations by using this help-seeking style. This research found that participation in a kinship network (not just extended family members but also friends and neighbors in a network that is multi-generational) encourages this kind of help-seeking pattern. Children are socialized toward interpersonal relationships and are socialized to respond to the authority of dominant family members. The emphasis within this kinship and this community is on giving and receiving support. Children are encouraged to seek help in their move toward independence.

Nelson-LeGall and Jones (1991) indicate that teachers who do not value help-seeking behavior until the second grade may not have as much of a detrimental effect, because during these early years children are being socialized to be autonomous. After the early grades, however, the dynamics change. At the third and fourth grade levels, teacher/student relations become less personalized, the standards for classroom performance are redefined, and more emphasis is placed on individual achievement and competition. Studies of teachers' effects on the achievement of African-American students have indicated that continuing academic excellence is associated with personal contact with a nurturing, supportive, child-oriented teacher. Especially at the second grade level and above, instructional formats should be adapted to promote help-seeking activities within classrooms. This change would have to be accompanied by changes in professional development, and teacher attitudes/beliefs would likewise have to be altered.

Transition: Middle School to High School

School Norms and Peers

School characteristics and the values and attitudes they reinforce influence the social interactions among students, teachers, and other staff members, which in turn influence students' academic achievement (Clark, 1991). Studies by Brookover et al. in the early 1970s and more recent studies examining school culture (Winfield & Manning, 1992) document the effects of school characteristics and culture on academic achievement. A study of high-achieving African-American eighth graders on the NAEP (National Assessment of Educational Progress) found that these students had higher student commitment and more academic behaviors than their lower-achieving counterparts in similar schools (Lee, Winfield, & Wilson, 1991). These students tended to report reading more pages in school and for homework. They had a better sense of task accomplishment. The students used their time more positively.

The schools were located in urban areas, and their student-faculty ratios were similar. The schools did not differ in resources, but schools that the high-achieving African-Americans attended were more likely to offer an enriched curriculum that included art, music, and extracurricular activities. There were fewer discipline problems in schools with the high-achieving African-American students. In brief, we suspect that the school culture was dramatically different from that of the schools attended by the lower-achieving students. School culture is particularly important as a protective mechanism for African-American students in middle schools, since peer group influence begins and potentially operates as a risk condition. For females, the peer group pressure operates to influence sexual behavior. Scott-Jones (1991) has found in a survey that those students who tend to have children before completing high school received information from peers and had not received sexual education. For males, the peer group pressure often provides anti-intellectual pressures aimed at not being successful in schoolwork (Fordham & Ogbu, 1986). Steinberg, Dornbusch, and Brown (1992) note that even if parents are supportive of academic achievement, African-American youngsters face enormous difficulty finding supportive peers.

Clark (1991) found that academically resilient adolescents developed strong support networks

that provided assistance for success in and out of school by developing friendships and getting support from school personnel and family. Thus, what schools do to counteract the negative peer culture among African-Americans and to foster more positive attitudes in spite of the subcultural influences is extremely important. Developing friendships, particularly in racially mixed schools, is complex (Clark, 1991). But it is necessary to resolve the negative perception that academic success is associated with "acting white," which is documented by Fordham and Ogbu (1986). Interracial friendships are more prevalent when social class and achievements are equal and when there are "mutual benefits to be gained by both groups" such as "getting good grades" and "winning sports." Although adolescents prefer to be with peers of the same racial/ethnic groups, teachers and principals can provide specific tasks in and out of classrooms that require skills and diversity of both racial/ethnic groups.

In most integrated and desegregated schools, where African-American, Hispanic, Asian, and Native American students are in the minority, these minority students tend not to be involved in the ongoing school culture. In these situations, minority students often are bused in and out and become outsiders to extracurricular activities. In one desegregated high school, the senior class advisor proposed an idea for a major production—a play that would include students from all ethnic groups. It was particularly difficult to get African-American students to participate, but the musical "Fame" was selected because of the interracial casts needed for music, dancing, and singing. Committees were formed to recruit and encourage the school's best dancers, many of whom were on the football team. The art and woodshop majors were recruited to design sets, and music majors were recruited for the band. It was a production in which every student in the school could get involved. This production was a one-time event that lasted a large part of the school year. Ongoing programs that promote interracial/cultural friendships also strengthen prosocial school involvement, reduce alienation on the part of minority students, and reduce negative peer pressure. Friendships cannot be forced across racial/ethnic lines, but school activities can promote cross-racial friendships and provide support for academic success and social bonding among African-American youth who may not receive this support from peers.

Middle School Athletics

Another protective mechanism, particularly for males, is athletic involvement at the middle school level. African-American males who are academically oriented suffer less negative pressure from peer groups if they are athletically inclined. These youngsters have incorporated values of both worlds. Athletic involvement is a potential protective source to many youngsters who devote considerable time and energy to it. Athletic participation also fosters a sense of belonging and ownership toward the school and community and builds students' pride in their school. At the middle school level, athletics may facilitate academic resilience and attachment for African-American males in several ways (Braddock et al., 1991). First, participation is typically contingent on students' meeting minimal requirements. Second, the behaviors learned in athletics can be generalized to the classroom—practice, conditioning, self-discipline, adherence to rules for fair competition, a willingness to work, ability to persist even when you lose, and an ability to analyze why you lost and compensate for it are many of the critical skills and strategies for students to learn if they are to be successful.

Braddock et al. (1991) found that sports participation was positively related to eighth graders' aspirations to enroll in academic programs and complete high school and fostered positive peer relations among schoolmates. These eighth graders were less likely to be involved in school-related misconduct problems. They looked forward to attending class and teachers judged them as giving full effort in class.

Braddock et al. (1991) suggest several successful strategies for middle schools to use in order to foster resilience in middle school adolescents:

- Creating environments that support and respond to cultural diversity

- Strengthening in-school support systems for African-American students using mentor programs with positive role models
- Building small group learning teams to promote interracial friendships
- Developing extracurricular activities that promote prosocial attachment—e.g., athletic teams
- Increasing parent and community participation, involvement, and training

Transition: High School to College

The transition from high school to college is critical because during this period adolescents' future occupations and status are affected by the decisions that they make and how they spend their time. Many young people have not had adequate preparation, have not been exposed to precollegiate requirements, and do not know what options are available to them. In families of middle and upper socioeconomic status where parents have attended or graduated from college, information and parental behaviors support the transition to college or other postsecondary options. In many high-risk, urban environments, students rely on the schools as a source of information concerning careers or postsecondary options. In a sample of African-American males, Wilson-Sadberry, Winfield, and Royster (1991) found that males who made the transition from high school to college and continued in postsecondary education differed from their counterparts who failed to make this transition. This study looks at the supportive role of peers, counselors, family, and school staff and isolates two primary obstacles to attending college from high school—fatherhood and unemployment. It found that those who continued were more likely to report that their mother had an extremely large influence, teachers had a strong influence, and their best friends had strong academic profiles. These students were more likely to have been in the academic curriculum rather than the vocational or general track, and they had higher aspirations for going on to college. On the other hand, those who dropped out or did not continue expressed a strong absence of influence on postsecondary plans from parents, teachers, or counselors. They were likely to be in the vocational or general curriculum, had no education plans, and were over age. Most of these students had been retained, and one-third of them had fathered children.

Having a plan to continue one's education was three times as important as the family's socioeconomic status in predicting whether a student would continue in postsecondary training. Planning must occur during adolescence, and this finding suggests an important notion that Clausen (1991) refers to as "planful competence" in adolescence. This notion holds that students must make decisions about what is going to affect them later in their lives when they are in this particular adolescent stage.

In order to make these decisions at this stage, students need to know something about their abilities and interests and be able to reflect on this information. They also need to know something about available options and think about how to maximize these options. Individuals have to be particularly self-confident at this particular age to consider and pursue goals. Those African-American students who continued their postsecondary education developed this constellation of skills, which allowed them to persist. However, a large number of students—those who do not go to college—do not receive adequate counseling from either the home or school, do not have "purposeful" role models, and have not had opportunities to explore various interests and develop social skills. Moreover, the "drug culture," high unemployment, and negative media portrayal of African-American males serve as risk factors that affect their decisions about career options available and continuing education. Unfortunately, in many of our inner-city schools, budget cuts are causing us to cut back on the so-called "frills," which include music, art, and guidance counseling. In reality, at all age levels, these areas provide opportunities for students to explore interests, develop self-esteem, plan, and set goals.

A longitudinal study of 82 valedictorians and salutatorians who graduated in 1981 from public and private high schools in Illinois provides additional insights into the factors that increase the success of students of color in the transition

from high school to college (Arnold, 1991). Even though this study follows the academic and career paths of a predominantly Caucasian group that includes 46 women and 35 men, it also takes an in-depth look at the lives and experiences of high-achieving students of color. Included in the study are five African-Americans, three Hispanic students, and one Chinese-American student. The stories of the study's AHANA students show that these students have surmounted external obstacles to attain high standards of achievement through strong personal qualities of persistence, determination, and hard work. They rely on peers, indirect role models, and the rewards of interpersonal engagements and community service to nourish their already strong motivation.

However, African-American and Hispanic study participants as a group have not attained the same educational and professional levels as the Caucasian study members, and even the consistently high-achieving members of the AHANA student group have struggled to overcome significant obstacles related to economics, racism, and lack of support in their educational and professional environments.

If these obstacles exist for the highest-achieving students, much needs to be done to address and meet the needs of the majority of students who do not fall in the highest-achieving strata in preparing for college and careers. While this study focuses its recommendations on those considered the most academically talented, these recommendations should be applied to all students and particularly to the majority of students, who are not valedictorians and salutatorians. Recommendations, as adapted for all students, are as follows:

- High school and college administrators, faculty, and counselors should establish formal and informal mechanisms to help students choose colleges, majors, and careers.
- High school educators should assist AHANA and first-generation college students and families in seeking scholarships and other financial aid resources and in conducting sophisticated college searches.
- Students should be encouraged to explore a wide variety of college majors and career options, including contact with practicing professionals in possible areas of concentration.
- Colleges and universities should actively communicate practical knowledge about careers. In order to ensure the transition from academic to career achievement for students, higher education institutions should develop structures and programs that expose students to undergraduate research, provide professional work experience, and establish faculty and student networks in academic disciplines.
- Higher education should explicitly address the process of planning for multiple roles, specifically as it affects the academic majors and career choices of women.

Typically, guidance counseling is reserved for students considered academically talented, and most of those students already have access to resources outside of the school. The students who need counseling services the most are those students who do not have the resources outside of the school or many options for pursuing information. Guidance counseling programs that foster resilience among African-American youth (1) minimize the role of the therapist, (2) reduce the emphasis on tracking, (3) increase training in precollege guidance that focuses on student potential, (4) address issues of equity and access, and (5) improve use of data on student achievement to determine where improvements are needed (Hart & Jacobs, 1992).

Conclusion

School programs that foster resilience among African-American youth do so by a critical re-examination of school culture, policy, and structures in order to provide "protective processes" within the school/community environment. Some of the promising strategies are listed below:

Preschool to First Grade

- Adapt social and instructional arrangements in classrooms and schools to accommodate learner entry characteristics and promote help-seeking activities.

- Incorporate teams of teachers who work with preschool/first grade students over a two- to three-year period to incorporate stronger relationships and follow growth and progress over this developmental period.

All Grades

- Develop school programs and policies as vehicles to promote positive peer interaction between and among students, parents, and community members.
- Provide a variety of extracurricular programs that allow youngsters to pursue interests and that promote self-efficacy.
- Provide professional development and support teams for teachers and students that provide solutions and options to students who are in crisis or who are "falling through the cracks."
- Develop strong linkages with churches/community counseling centers and health agencies that are genuinely interested in serving neighborhood clients.
- Encourage student development of long-term goals and plans through rewards and incentives within the school and community.
- Provide mentors for students who are facing high-risk situations to reduce risk exposure.
- Use multi-age groups and tutoring to foster a sense of competence and efficacy.
- Collaborate with community- and youth-serving agencies that allow students to invest in academic pursuits outside of school.
- Engage students in career explorations and postsecondary options beginning at the middle school level.
- Provide opportunities for athletic intramural and intermural activities at the middle and secondary school levels.
- Structure opportunities for the development of interracial friendships with schoolwide programs in integrated settings.
- Question, reflect, reexamine, and revise what you do to develop the full potential of urban youth.

To transform schools and communities into environments that foster resilience is no easy task. Strengthening the protective processes in schools and communities requires fundamental change in the beliefs, visions, rituals, and behaviors of educators and community members. For example, Tharp and Gallimore (1988) in their research on the KEEP project found that the scripts, discourse, and methods within schools and classrooms have remained largely unchanged for the last century, despite changes in society. They focus primarily on teaching literacy, and they find that the scripts of teaching and the organizational structures of schooling are similar for majority-culture children and minority children. They state, "Wherever they are, schools are not designed to teach, and they tend to operate, largely without awareness . . . . Teachers generally act as if students are supposed to learn on their own." Tharp and Gallimore note that all participants in the educational enterprise have shared an inadequate vision of schooling. Their discussion is relevant to the issue of resilience, because it places the issue of fostering resilience within a larger context of changes in classrooms, communities, and schooling.

Fostering protective processes in schools and communities requires a major shift in belief systems among adults in the education community. In the new vision of schooling, it is important to view students' experience, prior cultural knowledge, and language as strengths—not deficits. Believing and expecting that each student has knowledge and experience to contribute to the teaching and learning process is not enough, however. Students also must have opportunities to demonstrate their strengths and knowledge and to see in their evaluations that these strengths and knowledge are valued. Opportunities must be created for young people to show, tell, and demonstrate what they know and can do in schools and communities.

Finally, descriptions of resilient learners or lists of strategies to guide practices and programs are not sufficient to transform schools and communities into protective learning environments. Instead, educators must examine more broadly how schools and classrooms, in concert with other educational and social service agencies, can better operate as protective factors in the lives of students living in high-risk, urban

conditions. As such, the notion of resilience becomes a metaphor for creating a new vision of schooling, one in which policies, school structures, programs, and practices are designed to protect, nourish, and support student development rather than categorize, inhibit, and punish students who do not fit the mold.

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Annotated Bibliography

Books

Anthony, E. J., & Cohler, B. J. (Eds.). (1987). *The invulnerable child*. New York: Guildford Press.

This book is organized into four parts, each contributing to the central issue of resilience and competence. An overview of risk, vulnerability, and resilience constitutes Part I, while four chapters

focusing on determinants or predictors of competence and resilience are included in Part II. Seven chapters in Part III focus on resilience, competence, vulnerability, and invulnerability in children at risk. Part IV concludes the book with a discussion of adversity, resilience, and life changes. Related references are included at the end of each chapter. Contributing authors are developmentalists, child clinicians, infant psychologists, risk researchers, psychophysiologists, and psychoanalysts. The editors suggest that the book may be of interest to clinicians, researchers, and theoreticians.

Berry, G. L., & Asamen, J. K. (Eds.). (1989). *Black students: Psychosocial issues and academic achievement.* Newbury Park, CA: Corwin Press.

This edited volume, which focuses exclusively on African-Americans, includes chapters on (1) social and psychological factors, (2) family and community factors, (3) personal adjustment and programmatic factors in higher education, and (4) psychological interventions and educational leadership. The authors note that traditional social science and educational approaches to studying the academic achievement of African-American students have been narrow in their approach and have focused on a deficit model. The contributors to this volume in the fields of social science, mental health, and education employ a framework of the strengths of African-American learners and the unique social and cultural experiences in which they have developed.

Clark, R. M. (1983). *Family life and school achievement: Why poor black children succeed or fail.* Chicago: University of Chicago Press.

This qualitative study describes those aspects of African-American family life that have an impact on children's school success. The author notes that even within poor urban families differences occur in the quality of family life that families are able to provide. The book describes specific aspects of family organization, interaction, and cohesiveness that contribute to high attainment. In detailed case studies, the author specifies the attitudes, knowledge, skills, and behaviors that students must develop if they are to succeed in school. Additionally, the author describes in detail the types of activities, interactional styles, and support systems that are found in the homes of successful students.

Dryfoos, J. G. (1994). *Full-service schools: A revolution in health and social services for children, youth, and families.* San Francisco: Jossey-Bass.

This book addresses the need for schools to employ the resources of families, communities, and social service agencies in meeting the academic, social, emotional, and physical needs of students. Chapter 1 presents the challenges and rationale for creating full-service schools. Chapter 2 discusses the historical antecedents to today's full-service schools. Chapters 3-5 highlight existing school-based service programs. Chapter 6 focuses on the evaluation of school-based service programs. Chapter 7 discusses organizational and service delivery issues. Chapter 8 explores funding issues. Chapter 9 is a call to action for educators and community members. The book closes with three appendices: Appendix A provides information about 12 states that are supporting school-based services; Appendix B provides readers with a list of federal sources for funding school-based services; and Appendix C is a glossary of acronyms.

McLaughlin, M. W., Irby, M. A., & Langman, J. (1994). *Urban sanctuaries: Neighborhood organizations in the lives and futures of inner-city youth.* San Francisco: Jossey-Bass.

This book examines neighborhood organizations as sources of hope and support in the lives of inner-city youth. The authors explore successful neighborhood organizations and the ways in which they are created and maintained. Chapter 1 contrasts the grim outlook of troubled inner-city youth with those youth who have a sense of hope for the future due to their involvement in neighborhood organizations. In Chapter 2, six youth describe how neighborhood organizations have positively affected their lives. Chapters 3-5 focus on the leaders of neighborhood organizations—what drives them and why they are successful. Chapters 6 and 7 concentrate on the staff members of these local organizations. Chapter 8 discusses the management of volunteer resources. Chapters 9 and 10 explore the ways in which leaders negotiate the external environments of three cities with differing economic, social, and political realities. Chapter 11 concludes the book, again emphasizing the need to foster hope for inner-city youth and to create organizations that support them.

Wang, M. C., & Gordon, E. W. (Eds.). (1994). *Educational resilience in inner-city America: Challenges and prospects.* Hillsdale, NJ: Lawrence Erlbaum Associates.

This book explores the concept of resiliency and the capacity of educational and social organizations to foster resiliency in students. It is organized in three sections. The first section, "Understanding

Resilience," explores the concept of resilience as it relates to developmental psychology and inner-city environments. The section concludes with a critical analysis of some prevailing assumptions associated with resilience. The second section, "Research on Resilience: Conceptual and Methodological Considerations," focuses on such concepts as external validity measures of resilience at the individual, family, and city level; risks and resilience in the development of African-American adolescents; and the implications of resiliency research for special education. The concluding section, "Fostering Educational Resilience," joins research and practice to provide suggestions for creating educational environments that foster resiliency.

Chapter in Book

Nettles, S. M., & Pleck, J. H. (1993). Risk, resilience, and development: The multiple ecologies of black adolescents in the United States. In R. J. Haggerty, N. Garmezy, M. Rutter, & L. R. Sherrods (Eds.), *Stress, coping and development: Risk and resilience in children*. Boston: Cambridge University Press.

This chapter examines protective factors and the process of resilience as it applies to black adolescents. The view is that these factors suggest possibilities for designing interventions that have cost-effective and lasting effects. The chapter begins with an overview of the incidence of health and life compromising outcomes among black youths and the characteristics and mechanisms that serve as risk factors at the individual and community levels. It continues with a discussion of resilience and protection against risk and a review of the research on their relevance to black adolescent populations. The chapter also offers three suggestions for preventing or delaying high-risk behavior and sustaining favorable outcomes of effective intervention. Program designs can incorporate needs assessments that not only evaluate risk, but also identify existing sources or protection (such as relationships with a caring adult or participation in enriching activities) in the adolescent's life. Interventions need to be designed with knowledge of African-American culture, and program designs must incorporate developmental processes. An extensive reference list is included.

Rutter, M. (1977). Protective factors in children's responses to stress and disadvantage. In M. W. Kent & J. E. Rolf (Eds.), *Primary prevention of psychopathology: Vol. III: Social competence in children*. Hanover, NH: University Press of New England.

In this chapter, based on findings from a series of epidemiological studies of ten-year-olds in London, England, Rutter discusses why and how some children appear invulnerable to stress and adversity. The article focuses on factors or circumstances that provide support and protection for individuals who overcome adversity, survive stress, and rise above disadvantaged situations. It concludes that the evidence is scarce, but when all findings are in the explanation will probably include the patterning of stresses, individual differences caused by both constitutional and experiential factors, compensating experiences outside of the home, the development of self-esteem, the scope and range of available opportunities, an appropriate degree of environmental structure and control, the availability of personal bonds and intimate relationships, and the acquisition of coping skills.

Winfield, L. F., Hawkins, R., & Stringfield, S. (1992). *A description of Chapter 1: Schoolwide projects and effects on student achievement in six case study schools* (Report No. 32). Baltimore, MD: Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students.

This technical report describes the implementation of schoolwide project sites following the Hawkins-Stafford amendments (1988), which allowed schools to restructure programs more flexibly to meet student needs. The descriptions of changes made at the school level are consistent with the notion of fostering resilience. Specific activities, e.g., pupil support committees, collaborative teaching, and linkages with community, were established as part of the schoolwide project plan.

Winfield, L. F., & Manning, J. (1992). Changing school culture to accommodate student diversity. In M. E. Dilworth (Ed.), *Diversity in teacher education: New expectations*. San Francisco, CA: Jossey-Bass.

This chapter discusses elements needed to change school culture to accommodate diverse student populations. It presents a definition of diversity within the urban context and a review of past attempts to accommodate diversity through federal aid to schools and districts. The resulting impact on school culture is considered in relation to students' access to knowledge and their opportunities to learn. Programs that focus on specific aspects of school culture designed to accommodate diversity also are discussed.

Journal Articles

Beardslee, W. R., & Podorefsky, D. (1988). Resilient adolescents whose parents have serious affective and other psychiatric disorders: Importance of self-understanding and relationships. *American Journal of Psychiatry, 145*(1), 63-69.

This study focuses on self-understanding as an essential component of resilient individuals who deal successfully with stress. Eighteen Caucasian 16- to 19-year-olds whose parents had major affective disorder often in combination with other serious psychiatric disorders were selected from a larger sample on the basis of their good behavioral functioning as adolescents at initial assessment. The youth were reassessed after one year and again after two years, and 15 of the 18 were still functioning well. The youth exhibited self-understanding, a deep commitment to relationships, and the ability to think and act separately from their parents. A discussion of preventive and clinical intervention is provided.

Braddock, J. H., Royster, D. A., Winfield, L. F., & Hawkins, R. (1991). Bouncing back: Sports and academic resilience among African-American males. *Education and Urban Society, 24*(1), 113-131.

The authors suggest that academic resilience is closely related to the persistence that is generated through students' athletic investments. This parallel with athletic persistence is seen in the day-to-day activities of coming to practice, stretching and conditioning the body, competing, and starting the process all over again, despite occasional losses. In the same manner that academic resignation occurs in the process of interaction between teachers and students, resilience mechanisms must be employed by both students and their instructors. It is the authors' view that neither academic resilience nor academic resignation emerges at a specific point in time, but emerges over time as opportunities for capturing students' interest and nurturing persistence are cultivated or lost. Using NELS:88 data, the authors sought to determine whether African-American males' participation in athletics was related to their academic resilience as reflected in their attachment to prosocademic goals and behaviors. Results indicated that sports participation was positively associated with African-American eighth grade males' aspirations to enroll in academic or college-preparatory programs in high school, to have definite plans to complete high school (interscholastic sports only), and to attend college. The study also revealed that interscholastic and intramural sports participants derive social status, popularity, and a sense of importance among their schoolmates, are less likely to be involved in school-related social misconduct problems, are more likely to look forward to core curriculum classes, and are less likely to be judged by teachers as not giving full effort. The authors suggest that the use of sport as an educational tool to enhance academic resilience and attachment should be expanded and diversified to allow both athletes and nonathletes more opportunities to experience academic benefits associated with sport involvement.

Clark, M. L. (1991). Social identity, peer relations, and academic competence of African American adolescents. *Education and Urban Society, 24*(1), 41-52.

This article focuses on types of resilient behaviors that lead to school competence in African-American adolescents. Theory and research on social identity, friendship patterns, and other school support systems are presented, with a discussion of the interactive effect of these factors as either protective mechanisms or sources of vulnerability for academic achievement in African-American students. The author suggests that the academic achievement of African-American students depends not only on individual attributes, such as intellectual abilities, aspirations, personal and social identity, and achievement motivation, but also on the social environment of the school and available support networks. African-American students may develop a raceless, bicultural, or diffused identity that may serve as a protective mechanism or a source of vulnerability for academic achievement. African-American students who are resilient have friends and social support networks that serve as protective mechanisms by enhancing self-esteem and buffering stress. The quality of school life—e.g., school organization and school personnel practices—also is discussed. When schools fail to provide adequate support for African-American adolescents, family and peer networks are more heavily used. The article concludes by suggesting ways in which schools can enhance the social identity and social networks of African-American adolescents.

Comer, J. P. (1984). Home-school relationships as they affect the academic success of children. *Education and Urban Society, 16*(3), 322-337.

The author discusses a prevention and school development model designed by the Yale Child Study Center to address and reduce the negative impact of change, social stratification, conflict, and distrust between home and school. Initiated as a school improvement plan in collaboration with the New Haven School System, the model was established first in two elementary schools with the intention of extending it to all elementary schools.

then middle and high schools, within five years. The model had four critical elements, including a representative governance and management body made up of principal, parents, teachers, aides, and support staff; a parent program; a support staff or mental health team program; and a staff and curriculum development program. The program systematically restored the kind of climate that existed between home and school in the pre-World War II period. The presence of parents was most beneficial in improving the climate of the school, reducing behavior problems, and supporting academic achievement motivation. Positive emotional attachment and identification with the school staff took place. The psychological and social gap between home, school, and the larger society was effectively eliminated without doing harm to the attitudes, values, and ways of the social networks of the children. The program allowed children to develop another set of skills if those in the school were different from those in the home and social network. Reduced conflict and increased hope and confidence permitted staff and curriculum development and improved teaching and learning. The article offers policy recommendations for schools of education, politicians and governing bodies, school district practitioners, evaluators, and the general public.

Felner, R. D., Aber, M. S., Primavera, L., & Cauce, A. M. (1985). Adaptation and vulnerability in high-risk adolescents: An examination of environmental mediators. *American Journal of Community Psychology, 13*(4), 365-379.

This article reports the findings of a study that examined the degree to which adolescents' perceptions of various dimensions of their family and school environment as well as their sources of social support relate to differential levels of personal well-being and academic adjustment. The subjects in the study were 250 students who had completed at least ninth grade from three inner-city public schools in a northeastern city. Two aspects of an adolescent's environment, one in the home and one in the school, were associated consistently with more favorable adaptive outcomes: the level of teacher support that adolescents perceived as present in the school setting and the level of cohesion that they perceived to be present in their family system. Higher levels of affiliation with peers were related to more positive self-concepts, and higher levels of peer support also were related to poorer academic performance. The author suggests that this finding raises caution in considering interventions to reduce the vulnerability of high-risk individuals, in that raising adaptive efforts in one area might adversely affect another.

Garmezy, N. (1991). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioral Scientist, 34*(4), 416-430.

This conceptual article begins with a broad discussion of youth in poverty and the inconsistency of American ideals of freedom, equity, and democracy. It discusses risk factors associated with disadvantaged children, including low birth rate and low socioeconomic status. Garmezy cites research that suggests that certain characteristics operate as protective factors in stressful life situations. These variables include the modification of stressors brought about by temperament, such as activity level, reflectiveness in meeting new situations, cognitive skills, and positive responsiveness to others. Another core of variables found in families in poverty include warmth, cohesion, and the presence of some caring adult (such as a grandparent) in the absence of responsive parents or in the presence of marked marital discord. A third variable is the presence of a source of external support, as exemplified by a strong maternal substitute or a concerned teacher, or the presence of an institutional structure, such as a caring agency or a church, that fosters ties to a larger community.

Lee, V. E., Winfield, L. F., & Wilson, T. C. (1991). Academic behaviors among high-achieving African-American students. *Education and Urban Society, 24*(1), 65-86.

This article presents findings from a study of the individual, family, and school factors that influence achievement of high- and low-achieving African-American students. Using the sample of eighth graders from the National Assessment of Educational Progress (NAEP), the study also sought to identify factors specifically related to the schools that high-achieving African-American students are likely to attend and to identify academically related behaviors that these students are likely to exhibit. Results indicate that the characteristics of the schools that students attend as well as the individual actions of students in those schools that relate to their academic performance make substantive contributions in explaining achievement differences between high- and low-achieving African-American eighth grade students. The authors conclude that process variables connected with schooling facilitate resilience among students by increasing self-efficacy as well as opening up opportunities for future success in school.

Nelson-LeGall, S., & Jones, E. (1991). Classroom help-seeking behaviors of African-American children. *Education and Urban Society, 24*(1), 27-40.

This article examines the potential for help seeking to be used as an adaptive learning skill in classroom environments. Help seeking is defined as a general problem-solving strategy that allows learners to cope with academic difficulties by keeping themselves actively involved in learning tasks. The authors suggest that effective help-seeking behaviors can serve the dual developmental needs for autonomy and social support in learning and problem-solving situations. Help-seeking behaviors in relation to patterns of African-American child rearing are discussed. Learning occurs in a social context inside and outside of the classroom in everyday experiences of the child and is closely tied to meaningful cultural practices. As such, making use of the social environment is an integral part of the learning process. Educational processes viewed within the African-American child's cultural socialization experiences suggest that mastery-oriented help seeking should be promoted as a learning skill because it allows students to participate more effectively in socially mediated learning experiences that foster achievement. Implications for education are provided.

Parker, G. R., Cowen, E. L., Work, W. C., & Wyman, P. A. (1990). Test correlates of stress resilience among urban school children. *Journal of Primary Prevention, 11*(1), 19-35.

This article reports findings of a study that is a part of the Rochester Child Resilience Project (RCRP), designed to identify correlates and antecedents of resilient outcomes and then to apply such information in developing and conducting a preventive intervention for young, highly stressed, urban children. Sub-samples of 37 highly stressed children with stress-affected (SA) outcomes and 40 demographically similar children with stress-resilient (SR) outcomes were selected from within a larger sample of fourth to sixth grade urban youngsters. Eleven child personal variables expected to differentiate stress-resilient and stress-affected outcomes were identified. Stress-resilient children judged themselves to be significantly better adjusted and more competent than stress-affected children. They had higher self-esteem, more empathy, and both a more internal and more realistic sense of control. They reported more effective problem-solving skills and more positive coping strategies.

Scott-Jones, D. (1991). Adolescent childbearing: Risk and resilience. *Education and Urban Society, 24*(1), 53-64.

The developmental process and outcomes of adolescent sexual activity, pregnancy, and childbearing are discussed in this article. The author discusses the role of education in promoting resilience and the relationships among these factors in adolescent childbearing. Findings from a research program on education and schooling and adolescent sexual activity and pregnancy are presented. Education is viewed as an antecedent to sexual activity, as a consequence of adolescent pregnancy, as a mediator of the impact of adolescent pregnancy on adult outcomes, and as a mechanism for the delivery of prevention and intervention programs. The article concludes with suggestions for reducing risks and promoting resilience.

Steinberg, L., Dornbusch, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist, 47*(6), 723-729.

This article investigates ethnic differences in school achievement, focusing on the various environmental accounts of these differences. Findings from the first wave of data collected as part of a program of research on a large, multi-ethnic sample of high school students are presented. The research is aimed at understanding how different contexts in youngsters' lives affect their behavior, schooling, and development. The study examines group differences in (1) parenting practices, (2) familial values about education, and (3) youngsters' beliefs about the occupational reward of academic success among Asian-American, Hispanic-American, African-American, and European-American adolescents. The sample was approximately one-third non-European-American, with nearly equal proportions of African-American, Hispanic-American, and Asian-American youngsters from two inner-city schools in Milwaukee, Wisconsin, and San Jose, California; a small, rural Wisconsin school; a semirural California school; and several suburban schools. Findings indicated that European-American youngsters benefit from the combination of authoritative parenting and peer support for achievement, whereas Hispanic youngsters suffer from a combination of parental authoritarianism and low peer support. Among Asian-American students, peer support for academic excellence offsets the negative consequences of authoritarian parenting. Among African-American youngsters, the absence of peer support for achievement undermines the positive influence of authoritative parenting. Students' beliefs about the

relationship between education and life success influence their performance and engagement in school. However, it may be students' beliefs about the negative consequences of doing poorly in school, rather than their beliefs about the positive consequences of doing well, that matter. Although African-American and Hispanic-American youth earn lower grades in school than their Asian-American and European-American counterparts, they are just as likely as their peers to believe that doing well in school will benefit them occupationally.

Swanson, D., & Spencer, M. B. (1991). Youth policy, poverty and African Americans: Implications for resilience. *Education and Urban Society, 24*(1), 148-161.

This article reviews past and existing federal social policies targeted toward change in the poverty status and development of African-American youth. A historical viewpoint is presented from the War on Poverty to present-day issues. Recommendations are made within the four protective processes identified by Rutter for effectively helping adolescents develop into responsible citizens.

Taylor, A. R. (1991). Social competence and the early school transition: Risk and protective factors for African-American children. *Education and Urban Society, 24*(1), 15-26.

The article begins with a discussion of student entry characteristics associated with risk and resilience. The author suggests that certain student entry characteristics constitute the starting point for the school socialization process. The article discusses the risk or protective factors of the child's entry characteristics and teacher expectations for classroom behavior. Early childhood experiences, parental involvement in early schooling, early peer relationships, and culturally compatible classroom programs are four protective factors considered to promote resilience in African-American youth. These factors serve as facilitators in the child's development of school-relevant social competence necessary for the transition into schooling.

Wilson-Sadberry, K. R., Winfield, L. F., & Royster, D. A. (1991). Resilience and persistence of African-American males in post-secondary enrollment. *Education and Urban Society, 24*(1), 87-102.

This article discusses the inadequacies in the current paradigm for addressing issues of resilience, persistence, and attainment among African-American youth. The article begins with a discussion of results from an exploratory study that examines the roles of family, schools, peers, and individual student behaviors in postsecondary attainment. The study focuses on African-American males who completed high school and received postsecondary training compared to their counterparts who either did not complete high school or completed high school but received no further education. A model is proposed to examine the contributions of unemployment and fatherhood as mediating factors in postsecondary attainment among African-American males. Family socioeconomic status, father's influence, peers, grades, and postsecondary education plans had positive effects on attainment. Fatherhood and enlistment in the armed services were negative predictors. County unemployment rate was a negative predictor, but was not statistically significant. Young men who had high goals for themselves were much more likely to achieve them. The authors suggest that along with other direct programmatic interventions, the nurturing of belief in self among African-American men is critical to their persistence and resilience.

Winfield, L. F. (1991). Resilience, schooling, and development in African-American youth: A conceptual framework. *Education and Urban Society, 24*(1), 5-14.

This article introduces a special issue of *Education and Urban Society* devoted to resilience among African-American youth. The author suggests the need to move beyond simply identifying and categorizing youth as at-risk to the notion of resiliency in youth. This focus directs policy and instruction issues to the identification of protective processes and mechanisms that reduce risk and foster resilience, which may be crossed with critical intervention points appropriate to the development of resilience among African-American youth. Four protective processes, identified by Rutter, are presented as a framework to categorize the knowledge base on schools and communities and the development of resilience. These processes include (1) reduction of exposure to risk, (2) reduction of negative chain reactions that follow exposure to risk, (3) fostering self-esteem and self-efficacy, and (4) opening up opportunities. A brief summary of the articles in the volume is presented.

Papers/Presentations

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community.* Portland, OR: Western Regional Center for Drug-Free Schools and Communities.

This paper presents an overview of the protective factors that research has identified as contributing to the development of resiliency in youth and their

implications for building effective prevention programs. Determining the personal and environmental sources of social competence and wellness can enhance efforts to plan prevention interventions focused on creating and enhancing the personal and environmental attributes that serve as the keys to healthy development. Personality and individual outcomes are the result of transactions with the environment. To ensure that all children have the opportunities to build resiliency – to develop social competencies (like caring and responsiveness), problem-solving skills, autonomy, and a sense of purpose and future – links between families and schools and between schools and communities must be made.

Gordon, K. (1992, August 26). *Enhancing the resilience of "at-risk" youth: Information for the keepers of inmates to think about.* Paper presented at the American Correctional Association's 122nd Annual Conference of Corrections, San Antonio, TX.

This paper presents statistics from a report of the Children's Defense Fund indicating the number of at-risk children in America who are abused or neglected, are wounded or die from guns, are arrested for drug abuse, drinking, or drunken driving, or go to sleep in an adult jail each day. It discusses personal, family, school, and community factors associated with resiliency in youth. Research and theory supporting the important interactions affecting these personal and environmental characteristics on keeping a person resilient also are presented. The author uses literature on resiliency to offer solutions and strategies for preventing adolescent incarceration as food for thought to keepers of inmates struggling for explanations and answers. References are included.

A Framework for Practice: Tapping Innate Resilience*

Bonnie Benard and Kathy Marshall

Resilience research offers all who work with youth in education, youth development, and human services a new paradigm for practice. This new operational philosophy emanates from a fundamental belief in every person's capacity for successful transformation and change, no matter what their life's circumstance. The process of resilience is the process of healthy human development, of meeting the basic human needs for caring and connectedness, for respect, challenge, and structure, and for meaningful involvement, belonging, and power. We also know that a nurturing environment that meets these basic needs enables us to directly access our innate resilience. By accessing our own innate well-being, we have the power to become, in Norman Garmezy's words, "a protective shield" for youth (1991) by providing caring relationships, high expectations, and invitations to participate that will in turn engage their own sense of motivation and well-being. Resilience is an inside-out process that begins with one person's belief and emanates outward to transform whole families, classrooms, schools, and communities (Fullan, 1993).

Framework for Tapping Resilience

Tapping the innate resilience of students or family, school, and community systems requires a shift in how we do planning. Most critically, it means we shift from a focus on fixing individuals to creating healthy systems (Gibbs, 1995). We use our research-based Planning Framework for Tapping Resilience to train school and community teams implementing the resilience paradigm. School and community change agents must be able to see the "big picture" easily and clearly. Furthermore, in a resilience-based framework, it is important to discover what staff believe. How do their beliefs about human potential and development help or hinder achieving identified goals? What advice can they gather from research and best practice? How will they know they have tapped the resilience of a student or system? In short, is there an understandable, planful way for change agents to unlock innate strength and measure results?

As presented in the figure above, the essential planning realms examine individual and systemic beliefs, the conditions of empowerment, operational strategies, and individual and societal outcomes. Unlike most

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planning frameworks, which are based on problem-focused needs assessment, the foundation for change to tap resilience begins and rests with planners' belief in resilience.

Belief

In order for staff to create the nurturing environment that taps innate resilience, they must truly believe in youths' innate capacity for transformation and change (Mills, 1995; Lifton, 1993). They must believe that, "Human potential, though not always apparent, is always there—waiting to be discovered and invited forth" (Purkey & Stanley, 1995). They must believe, as James Agee so eloquently wrote, "In every child who is born, under no matter what circumstances, and no matter what parents, the potentiality of the human race is born again" (1960).

Usually in this early stage of planning, it becomes apparent that not everyone on the team believes all people have the innate capacity for well-being. Our experience has convinced us that we must concentrate on the "health of the helper." Using the Health Realization approach developed by community psychologist Dr. Roger Mills, we train people to see how conditioned thoughts prevent us from recognizing students' natural strengths. By learning to access our own resilience, our own original, healthy thinking, adults can model and articulate the behavior they want to see in youth. According to both social learning theorists and cognitive scientists, it is through modeling—not direct teaching—that most human learning occurs (Bandura, 1977; Pearce, 1992; Strayhorn, 1988).

Teams planning to foster resilience may need to spend as much time discovering individual members' beliefs about resilience and coming to consensus as they have spent in the past on linear needs assessment and problem-focused solutions. They must reflect on key questions. What tapped their own resilience? What occurred in their lives that brought out their strengths and capacities? Adults have experienced their own innate mental health and know these truths which can be identified by discussing this body of personal, informal longitudinal "research" or experience. Have we connected what we know with what we do? America's children need these same protective factors to realize well-being.

Looking at school district or county budgets may also reveal a system's operating beliefs. Do we define children as problems at risk or resources at promise (Swadener & Lubeck, 1995)? Does the system to be changed currently operate from a belief that all children have the capacity for common sense, mental health, compassion, well-being, learning, strength, and wisdom? Do human beings, indeed, have a natural self-righting tendency? Are school mottos true? Can all learners succeed? Is every child at promise? The answers to these questions are enlightening. For example, some school principals may talk about the kids who belong in alternative programs: "Just get him out of my building." Others design programs for "those kids"—the ones in gangs, on skateboards, or just hanging-out. These words indicate the system players believe there are throw-away children, youth who don't belong in the mainstream of school life. Unchecked, this belief will sabotage any plan to implement the resilience paradigm.

Creating the Conditions of Empowerment

The next stage of planning examines the Conditions of Empowerment. These are findings from research and best practice which document how we tap the innate resilience or capacity for healthy transformation and change in an individual, family, school, or community system.

Findings from the traditional studies of resilience have been reinforced by the ever-growing bodies of research on issues such as effective schools, healthy families, successful learning, and learning organizations. [See the citations marked with an asterisk in the Reference section.] What has become clear in all the research on human systems of any form—individual, family, group, school, organization, or community—is that successful learning and development is stimulated by the following conditions:

- caring relationships that provide love and consistent support, compassion, and trust;
- high expectations that convey respect, provide guidance, and build on the strengths of each person;
- opportunities for participation and contribution that provide meaningful responsibilities, real decision-making power, a sense of ownership and belonging, and, ultimately, a sense of spiritual connectedness and meaning (Benard, 1996)

These systemic Conditions of Empowerment, or protective factors, cross "ethnic, social class, geographical, and historical boundaries" (Werner & Smith, 1992), because they address our common, shared humanity, our basic human needs (Maslow, 1954). Caring relationships convey high expectations and respect for who one is. They invite participation and welcome one's gifts, meeting basic human needs of students and staff alike. We have inborn drives for caring and connectedness; for respect, challenge, and structure; and for meaningful involvement, belonging, and power. When these needs are acknowledged, strength and capacity for transformation and change emerges more easily.

Developing Strategies

In our training sessions, participants often ask for a recipe: "Just show me how to foster resilience in the classroom." We refer them back, first, to the planning framework's foundation in belief: Are humans born with the capacity for well-being? "Discover your own resilience. We cannot teach what we do not know. When you have experienced your own ever-present resilience, then you are ready to implement strategies designed to tap resilience within students."

The Conditions of Empowerment name the three broad areas in which to plan strategies: caring, high expectations, and opportunities for participation. In traditional planning models, a needs assessment identified problems and then team members brainstormed strategies to meet the need. At times we simply began by creating a program we thought would address a need.

The Framework for Tapping Resilience asks planners to go much deeper. Does the strategy demonstrate a solid belief in the innate health of the student for whom it was designed? Is it apparent that a student's risky behavior does not deter a teacher from seeing the young person's promise? Risky behavior alone does not predict future capacity for well-being. Do planners know and use the resilience research base?

What we do to tap the young person's resilience makes all the difference. For example, it is not enough to simply institute best-practice strategies such as mentoring, peer helping, cooperative learning, service learning, authentic assessment, multiple intelligences, community service, full service schools, or parent involvement, etc. While these are all strategies that research has associated with positive learning and developmental outcomes in students (Hilliard, 1991; Noddings, 1992), their success depends on the quality of the relationships surrounding them and ongoing opportunities for participation. Do the adults and children respect and care for each other? Are they equal partners? Do youth have opportunities to contribute their talents and work from their strengths and interests? Does the adult understand her own resilience? Can she aid the youngster in understanding his own thinking and thereby tapping natural inner strength? These are only a few items from our checklist which helps adults in the system examine how they are actually unlocking student resilience (Benard, 1996). Fostering resilience requires adults to create the Conditions for Empowerment child by child, system by system.

Individual and Societal Outcomes

If we believe all children have innate capacity for resilience and we adhere to research as we develop our strategies, we will know success at two levels: in developmental outcomes and societal effects. The evaluation design in our planning framework addresses these measures of change.

Developmental Outcomes: First, we will see positive developmental outcomes that indicate transformation among children and adults. The

natural expression of our innate capacity—and drive—for resilience is in meeting basic needs through positive beliefs, relationships, and opportunities. We know that the individual traits consistently found in studies of resilience are social competence (including caring, empathy, communication, and humor); identity (autonomy and self-awareness); problem-solving and planning; and belief in a bright future (Benard, 1991).

Too often, however, resilience traits are erroneously used as names for prevention or youth development strategies. These traits are outcomes—not causes—of resilience. These traits are best used simply as evaluation markers or indicators. They are signs that we are bringing out the best in people. To label a child, family, community, or culture resilient—or not resilient—misses the mark. Labeling one child resilient implies another is not and contradicts the resilience paradigm in which resilience is part of the human condition and the birthright of all human beings.

Societal Effects: Successful change is apparent as well, in societal effects. When adults in the system believe in the innate resilience of their students, families, and colleagues, they can create a nurturing environment. At the school or community level, we begin to see impacts in larger social issues: reduced problem behaviors like substance abuse, teen pregnancy, delinquency, and violence; interest and engagement in lifelong learning; and—most importantly—the development of compassionate citizens (Werner & and Smith, 1992; Meier, 1995; Higgins, 1994). Thus, our planning framework is circular and demonstrates a process of inside-out change (Fullan, 1991). By beginning with our own understanding of resilience, we can systematically plan to implement strength-based prevention and education strategies for all students.

The Health Realization/Community Empowerment projects led by Dr. Roger Mills indicate success at both levels. (See related article in this issue [*Research Practice*, vol. 5, no. 1, Spring 1997].)

Conclusion

Successfully shifting to the resilience operating philosophy requires careful attention to systems change processes, evaluation, and appropriate research and best practices. Most importantly, this work should be undertaken over an extended period of time. In our experience, three to five years are usually reasonable for significant initial changes to begin becoming broadly apparent. District strategic plans, mission statements, building student assistance teams, and site councils are good vehicles for beginning.

Key stakeholders from the school and community must be trained in the new paradigm and sustained with ongoing follow-up and support services until the desired change has been institutionalized. We recommend regular professional learning group meetings. Resilience and health realization hold tremendous promise for all schools and communities. This change is relatively inexpensive because it involves a shift in thinking systemwide and does not require entirely new systems or programs to be created. If a school or community has the will, and commitment to invest the time, this intervention can be permanent.

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Exploring the Dynamics of Resilience in an Elementary School*

Saundra Murray Nettles and Frances P. Robinson

Inner-city schools are populated by many students eager to learn and succeed academically despite the chronic stress of poverty and the conditions that can accompany lack of resources. Such schools can represent places of hope within communities whose vitality is tested daily by violence, poor health of residents, lack of political clout, deteriorating and boarded-up housing, and substance abuse. An extensive tradition of research on the schools these students attend has been conducted with the intent of identifying effective instructional practices and effective schools.

A more recent body of research on resilience provides a context for examining how individual students respond to risk. Resilience is usually defined as an individual's successful response to risk (Rutter, 1987) and, according to Masten (1994) and Masten, Best, & Garmezy (1990), the term can be applied to three kinds of phenomena: (1) overcoming odds against successful development, (2) sustained competence in the presence of acute or chronic life stressors, or (3) recovery from trauma. In the school context, resilient outcomes are indicated by academic, social, and emotional competence.

Some recent formulations describe resilience as a property of organizations, such as schools and families (Anderson, 1994). Likewise, protective factors and processes can be characteristics of persons and environments. Factors or processes are protective if they contribute to good outcomes in individuals at risk (Rutter, 1987). In students, research has identified many protective factors; among them are cognitive competence (particularly reading), social competence, faith and optimism, a sense of responsibility toward others, and the ability to plan.

Research, as reviewed by Benard (1991), has shown that protective school environments foster protective characteristics in children—the very characteristics that contribute to children's resilience—by establishing high expectations for student achievement, providing opportunities for participation so that students can be actively engaged in instructional work and in roles of responsibility within the school, and providing caring and support through relations with school faculty and staff, peers, and family and community members involved with the school.

In recent years, studies of resilience and research on effective schools have contributed to a reconsideration of ways in which the school can foster competence in children and youths (Benard, 1991; Henderson & Milstein, 1996; Nettles & Pleck, 1994; North Central Regional Educational Laboratory, 1994; Wang & Gordon, 1994; Zimmerman & Arunkumar, 1994). This report describes a framework for exploring the processes of resilience in students at Stanton Elementary School, an urban public school in Washington, DC. The impetus for the Stanton framework was a March 1995 meeting of the

* This article was adapted from a Center for Research on the Education of Students Placed At Risk (CRESPAR) 1998 report. Reprinted with permission.

coauthors and Dr. Hope Hill, also of the Center for Research on the Education of Students Placed At Risk (CRESPAR). At the meeting, the CRESPAR investigators invited Stanton to participate in a study of exposure to stress, including violence, and its relationship to psychosocial and school success. The principal, who began her administration at the start of the 1995-96 school year, described faculty and staff efforts that were consistent with a resilience approach. Subsequent meetings with faculty and parents presented CRESPAR investigators with opportunities to engage in conversations about the constructs and processes that would be explored in the research and the ways in which the research could augment the school's existing plans and activities. However, faculty in particular expressed concerns about hosting a research project rather than an intervention to alleviate some pressing problems that persisted in some segments of the student population. To address these concerns, CRESPAR agreed to become one of the school's community partners and provide information for purposes of professional development and continuous school improvement.

The first section of the report describes the current environment in the school and the community, and the second discusses Stanton's evolving resilience approach. The third part presents the conceptual framework that links school improvement to student resilience. We conclude with reflections on the benefits of the approach for Stanton's community of students, family, and staff and consider implications for adapting the framework in other school settings.

The School and Its Community

The School

Stanton Elementary School is located in southeast Washington, DC, in a highly commercialized area bordered by three major thoroughfares. As of February 1998, there were 620 students enrolled. According to the school's Title I Local School Improvement Plan, Update 1997-98, about 42% of the students are enrolled in prekindergarten, kindergarten, or first grade. All of the students are African American, and the median household income for the school catchment area is $12,000. Approximately 98% of the students are on the free or reduced lunch program. The school has a principal and a vice-principal, 29 teachers, one full-time counselor, a librarian, one building resource teacher who serves as the change facilitator, nine educational aides, a Title I Parent Coordinator, a part-time psychologist, and 15 support staff (such as clerical, cafeteria, and maintenance staff).

Stanton School has a history of engagement in two concurrent efforts toward creating a caring, supportive environment with high expectations for student success. First, since 1995, the school has undertaken activities which are components of the Comer process (Comer, 1985). The school is still designated a Comer school, and many of the outcomes that the Comer process is intended to achieve overlap with outcomes observed in studies of resilient children (see for example, Winfield, 1991; Werner, 1990; Nettles & Pleck, 1994). Although there has not been a formal evaluation of the Comer process at Stanton, when the resilience framework was introduced in the Spring 1996 semester, major elements of the Comer process were in place, namely community partners and the site-based school improvement team consisting of parents, faculty, and a mental health worker.

Second, the school had been identified during the 1996-97 school year as a targeted assistance school (that is, one needing program improvement to increase student achievement). Title I funds provide programmatic activities to improve student learning. The District of Columbia Public Schools (equivalent to the state education agency, or SEA) requires that the school consult with parents and submit a Title I improvement plan. The plan which was approved for the 1996-97 school year outlined activities toward goals for increased basic and advanced reading and mathematics competence, improved skills in writing, problem solving, and higher order thinking, heightened parent and community involvement, and enhanced professional staff development to reflect emerging reform issues. With the introduction of district-wide emphasis on improved reading and mathematics performance, Stanton's 1997-98 plan identified literacy as the number one priority.

The Community

Although Stanton serves students that come from low-income families, the school is located in a community that has diverse economic circumstances. According to the 1990 Census of Population and Housing, in the school's zip code 23% of families had incomes above $50,000; 29% had incomes between $25,000 and $49,999; and 47% had incomes below $24,000. Thirty-one percent (31%) of families with children under 18 lived below the poverty line; 42% of female-headed families with children under 18 lived below the poverty line.

There is diversity in occupations and educational attainment. Twenty-three percent (23%) were in executive, administrative, and professional specialty occupations. A substantial minority (42%) were in the combined categories of administrative support positions and service occupations. Of persons in the labor force, about 10% were unemployed (nearly twice the national average in 1990). Of individuals 18 years and older, 35% had not graduated from high school; 33% were high school graduates; 21% had some college education; and 11% had college degrees or graduate and professional degrees.

A variety of housing types may be found in the neighborhood; 86% of the units are occupied. Residents have pressed for economic development, and in 1997, a shopping center was built near the school. The center includes a large food store and several shops, such as a shoe store. In addition, several fast food chains operate within the blocks surrounding the school. The school staff and families have expressed concern about the extent of violence, other crimes, and drugs near the school. In short, the school and its setting have sources of protection and sources of risk.

Applying the Resilience Approach

Stanton's application of the resilience construct integrates and extends the Comer process and the school improvement priorities of Title I/Chapter 1. As discussed below, Stanton is using three strategies to apply the resilience approach: (1) implementing activities to increase resilience; (2) assessing paths to student resilience; and (3) increasing faculty, staff, and parent awareness about resilience and related constructs. We discuss each of the strategies below.

Implementing Activities to Increase Resilience

Stanton is implementing two sets of activities to foster resilience in students: (1) increasing available resources; and (2) mobilizing protective processes in the environment. These are basic strategies used in many interventions, such as Head Start. Evidence of their effectiveness comes from research on the "ingredients" of resilience as identified by Masten (1994). Among these ingredients are the risks or adversities the individual faces and the individual and environmental characteristics that serve as protection against risk. The following describes the specific ways in which the two strategies are being implemented at Stanton.

Increasing resources available to Stanton students. Increasing the resources available to students at risk is a basic activity for many schools. At Stanton, the activity includes the assembly of resources from the school district as well as the development of community partnerships. Stanton's community partners provide materials, funds, programmatic activities, volunteers, and services on behalf of Stanton's students. For example, instruction in life skills is provided for fifth and sixth grade boys through the Preteen Pregnancy Prevention Program for Boys (sponsored by Concerned Black Men); a Rites of Passage program for 20 fifth graders is sponsored by the Family Medical and Counseling Center; a mentoring program for 35 girls in grades five and six is conducted by the community-based organization Naje/SAFE; and mentoring for sixth grade boys is provided by PROJECT 2000, Inc.

The resources are distributed according to needs identified in plans developed by the school staff and the school improvement team. During 1995-96, resources generated from community organizations were used primarily to renovate the physical plant. For example, the Peace Corps and Trinity United Methodist Church, among others, painted bathrooms, the health suite, and the boiler room hallway. In 1996-97,

physical improvements continued with assistance from community partners; however, a sizeable share of community resources were targeted to either motivate students to excel in academic areas or to increase mastery of reading and mathematics. During 1996-97 and 1997-98, additional community partners were recruited to provide, at each grade level, one-to-one tutoring or other forms of student assistance to augment the reading and mathematics programs. For example, volunteers from The Pentagon ("Book Buddies") provide weekly, one-to-one reading experiences for first graders. One church partner conducts The Summer Intensive Reading Program for students in grades three through six, and volunteers from a second church partner provide tutoring and remediation in reading and other subjects during the school year. Incentives are offered by two local science and technical organizations, Diversified Engineers and SMART. The Social Security Administration, through its national YouthLink Program, provided 60 computers and software for access to the Internet. Community partners, such as The Pentagon Book Buddies, helped to wire the school. The resources and partners (shown in parentheses) are identified in Table 1.

Mobilizing protective processes. The second set of activities Stanton is using to foster resilience in students is the enhancement of protection in the environment. The activities, shown in Table 1, are grouped according to Benard's (1991) three categories of protective processes: high expectations, opportunities to participate, and caring and support.

Table 1

Activities to Mobilize Protective Processes in the Environment

PROTECTIVE PROCESS: ESTABLISHING HIGH EXPECTATIONS		
GRADE	**ACTIVITY**	**EXPECTED RESILIENCE OUTCOMES**
K-1 1 2, 3	National Institute of Child Health (NICH) Book Buddies (The Pentagon) Sylvan Learning Systems, Inc. (Reading)	All reading activities: Reading motivation, greater proficiency in reading, movement of children from below basic reading levels to basic level and above
3-6	Reading Resource Teacher Summer Intensive Reading Program (Allen A.M.E. Church)	
2-6	Tutoring and remediation (Trinity United Methodist Church; U.S. Navy Kids Program; Law firm of Pepper, Hamilton, & Scheetz)	
5 1 Schoolwide	Incentives for Science Achievement D.C. Reads (Tutors from American University) Computers Internet Access (Social Security Administration, NASA, Department of Transportation)	
Schoolwide Schoolwide (Staff)	Technology Program Standards Specialist Coordinator	
PROTECTIVE PROCESS: PROVIDING OPPORTUNITIES TO PARTICIPATE		
GRADE	**ACTIVITY**	**EXPECTED RESILIENCE OUTCOMES**
Schoolwide	WSES (simulated radio broadcast) Extracurricular activities (Drama, Double Dutch, Safety Patrol, Dance, Choir, Pep Squad, Substance Abuse Program, Student Council, Basketball, Red Cross)	Greater proficiency in reading and speaking Social competence

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	Exposure to soccer, golf, and tennis as part of physical education program (PROJECT 2000, Inc., Concerned Black Men) Trips to cultural events (Concerned Black Men, Washington Performing Arts Society, Kennedy Center) Community service projects	Sense of responsibility to others
PROTECTIVE PROCESS: CARING AND SUPPORT		
GRADE	**ACTIVITY**	**EXPECTED RESILIENCE OUTCOMES**
Schoolwide	Programmatic & financial support (Allen A.M.E. Outreach; Trinity United Methodist Church; PTA; Concerned Black Men; Law firm of Pepper, Hamilton, & Scheetz) Incentives for achievement (SMART: Science Mathematics Aerospace Research Technology; Diversified Engineers)	Increased resources
Pre-K	Programmatic & financial support (Children's Educational Fund)	
1	Programmatic & financial support (Council of Women's Ministries)	
5-6 (girls) 6 (boys)	Mentors (Naja SAFE) Project 2000, Inc. Conflict resolution/peer mediation (Law firm of Pepper, Hamilton, & Scheetz) Drug/Alcohol Program (Allen A.M.E. Outreach) Substance Abuse Prevention Program (SAPE, Title IV funding)	Social competence
4	Learning for Life (Boy Scouts of America)	
5	Rites of Passage (Family Medical & Counseling Center)	
4-6	Preteen Pregnancy Prevention Program for Boys (Concerned Black Men)	
Schoolwide (Parents)	Parent Outreach Program PTA, Parent Academy	Increased parental support for children's education
Schoolwide (Staff)	Dissemination of Stanton Monthly Bulletin	Higher morale among staff

Because one of Stanton's priority goals is to foster competence in academic areas, especially reading, many activities which supplement existing instruction have been introduced to increase students' mastery experiences.

Expected student outcomes include enhanced self-efficacy and greater motivation for and proficiency in reading. Such activities, as shown in Table 1, are to mobilize the protective process of establishing high expectations. For example, the kindergarten and first grade implemented a reading program developed through the National Institute for Child Health and Human Development. The program emphasizes phonemic awareness, literature, and phonics. Volunteers (parents, grandparents, and community partners) participate in the program's reading activities. In grades three through six, the reading resource teacher conducts reading instruction in small groups of the lowest achievers. The Sylvan Reading Lab, a component of the Sylvan Learning Systems program, serves students in the primary grades. The Lab includes special equipment for drill and phonics and for increased reading comprehension, and instruction consists of the Sylvan curriculum, which focuses on basic reading skills.

The second protective process is providing opportunities to participate; the activities are shown in Table 1. One daily activity is Radio Station WSES (Wonderful Stanton Elementary School). In keeping with the school's focus on reading competence, this is a five-minute "broadcast" from the principal's office to all classrooms in the school. Students in Head Start through sixth grade rotate as announcers of schoolwide news, birthdays of students and staff, and reading of literary selections and thoughts or affirmations of the day. The theme song for the broadcast is Ray Charles' rendition of "America the Beautiful." Other opportunities for participation include trips to cultural events (sponsored by community partners) and extracurricular activities such as the student council, basketball, and a marching drum unit.

The third protective process is caring and support. As noted in the discussion of the first strategy, community partners provide programmatic and financial support. For example, the law firm of Pepper, Hamilton, & Scheetz trains approximately 30 students per year in peer conflict resolution. Also, the school has a Parent Outreach Program to increase parental support for the children's education.

Research shows that specific activities Stanton is using to enhance protective factors can be effective. Foorman et al. (1998) presented evidence of effectiveness for the reading instruction approach that Stanton is using in kindergarten and grade one, but Mac Iver et al. (1998) found in a two-year evaluation that the Sylvan Learning Systems program yielded mixed results. In the Baltimore City Public Schools, students' reading and math scores increased, but only the math scores increased significantly. Nettles (1991a, 1991b) examined findings from evaluations of community-related programs and found that such programs can foster resilience through the provision of social support, resources, and instructional activities, such as tutoring. Hawkins et al. (1992) have suggested that the strategy of enhancing protective factors may be an effective one for alleviating problem behaviors, including substance use, risky sexual behavior, and delinquency. Although the alleviation of such behaviors is not a direct goal, Stanton expects that the enhancement of resilience in the early grades will contribute to the alleviation of problem behavior.

Assessing Paths to Student Resilience

The second strategy, assessment of factors associated with individual resilience, is part of data collection in three Washington, DC., schools in CRESPAR's study of the influence of perception of violence and other stress on school-related outcomes. Student participants were enrolled in third and fourth grades in 1996-97 and attended schools in the southeast quadrant of the city.

CRESPAR researchers began the study in 1995 with an extensive literature review that resulted in the development of a conceptual framework of individual resilience. As shown in Figure 1, this framework included four components: (1) the risk/protective environment, (2) meaning, (3) student investments, and (4) outcomes. The risk/protective environment includes perceptions of interactions and resources within specific contexts, such as the neighborhood, the family, and the peer group, or within a combination of contexts. In turn, perceptions of the environment as risk-laden or protective shape individual meaning, defined as self-related beliefs and reasons for engaging or not engaging in academic tasks. Individual meaning influences options for action (student investments), such as effort at classwork and attending school. The results of these choices can be adaptive (resilient) or maladaptive outcomes.

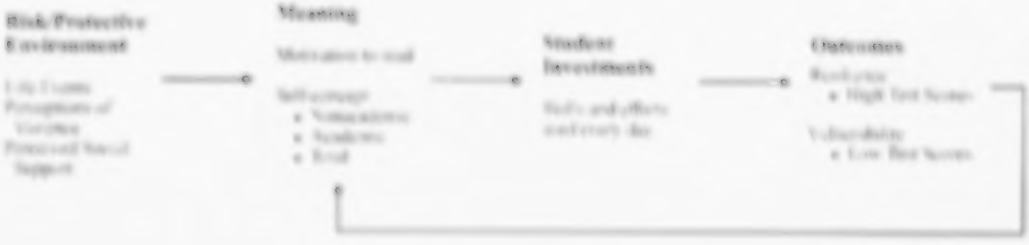
The conceptualization described above was influenced by the theoretical models of community effects on student attainment (Nettles, 1991b), adolescent risk-taking behavior (Levitt et al., 1991), and educational risk and resilience (Connell et al.,1994). The models differ primarily in the choice of specific variables and in the way in which the action component is defined.

The framework in Figure 1 guided the selection of measures. Measures of the perceived risk/protective environment included The Social Support Scale—Revised (Dubow & Ullman, 1989), which assesses the child's appraisals of

peer, family, and teacher support; Life Events and Circumstances (Pryor-Brown & Cowen, 1989), an instrument which assesses stressful events that have occurred in the child's life in the past year (for example, the loss of job by a parent); and the Perceptions of Environmental Violence Scale (Hill, 1991), a set of items that measures the child's perception of violence in the home, the school, and the neighborhood. Measures of meaning included the Self-Description Questionnaire (Marsh, 1990), an instrument that assesses seven dimensions of self-concept (including reading and mathematics) and the Motivations for Reading Questionnaire (Wigfield, Guthrie, & McGough, 1996), which taps different aspects of children's reasons for reading (e.g., reading efficacy, importance of reading). Student investments will be measured by teacher ratings of classroom behavior and resilient outcomes by scores on the ninth edition of the Stanford Achievement Test Series (Stanford 9), the standardized instrument used in the District of Columbia Public Schools. The source of data for these measures will be school archival records. A complete set of measures is available on students enrolled at Stanton during 1996-97 in grades three and four. These data will be used in the CRESPAR study on perceptions of violence and school outcomes.

At the school's request, measures of hypothesized resiliency (protective) factors, such as the Self-Description Questionnaire, were administered in classroom to Stanton students in grades two through six. Data collection procedures and descriptive analyses are described in Appendix A. As discussed next, those data were used to increase staff awareness of the strengths children bring to and develop in the school context. Providing such data is congruent with the strategy of mobilizing protective processes, specifically the process of establishing positive expectations for students' success.

Figure 1. A Framework for Examining Environment and Individual Factors that Influence Resilient Outcomes



Increasing Awareness and Understanding

The first event of the Stanton/CRESPAR partnership was the one-day staff development retreat in August 1996. CRESPAR staff designed the retreat, which featured topics requested by the principal and faculty, to introduce and illustrate the constructs of risk, resilience, and protection. In one of three sessions, for example, participants used Benard's (1991) threefold categorization of protective factors (high expectations, opportunities for participation, and caring and support) to generate concrete examples of such factors in the Stanton school and community and in children's families. In a second session, participants discussed the family as a source of

protection and of risk, and in the third session, participants discussed the risks that substance use presented for students and families.

Two professional development workshops, in September 1997 and in April 1998, presented opportunities to build on the understandings of the initial workshop, to present the results of research data collected from Stanton students during the 1996-97 academic year, and to discuss Stanton's progress in implementing activities to foster resilience in students. For example, at the September workshop, the handout in Appendix B was distributed to faculty and parents. The handout summarizes how Stanton students described themselves on four protective factors: ability to form positive relationships, love of learning, self-motivation, and self-worth and competence. The handout in Appendix C was distributed to teachers at the April workshop and shows how students in each grade ranked motivations to read. Rankings ranged from 1 (reflecting the highest average on a motivation scale) to 11 (the lowest average on a motivation scale). All grades had the highest average score on the importance of reading, and extrinsic reasons were also rated highly. Students in grades two and six on average reported higher efficacy in reading than students in other grades.

Other efforts to inform the faculty and staff include making reference materials on resilience and other topics available in the school's library, and informal conversations on resilience throughout the school year between CRESPAR researchers and school personnel.

The Stanton Case Study

As the collaborative relationship between Stanton and CRESPAR deepened, we realized that the school's increased actions to provide a protective environment would have to become part of the conceptual framework. As shown in Figure 2, the current framework expands the risk/protective environment to include not only students' perceptions of social support and stress, but the school organization and school-initiated activities as well. The figure may be summarized in the following propositions.

1. *Schools can implement activities that mobilize protective processes and mitigate risk factors when the school environment is orderly and safe.* A stable level of school organization is one of the prerequisites for successful implementation of innovative programs (Gottfredson & Gottfredson, 1985). We are examining the school's role in fostering student resilience through direct observations in the school, a comparison of plans and accomplishments, and review of documents produced by the school. We will compare results of qualitative analyses of school organization with teacher responses on the Effective School Battery (ESB, Gottfredson, 1991).

The remaining propositions are ones that the CRESPAR research project is exploring in Stanton's students:

2. *Students will view the environment as supportive when school resources are increased and activities that enhance protective factors are implemented as designed.*
3. *Students can view themselves as competent and motivated when they feel supported by parents, the school, and the community.*
4. *Students' everyday efforts can increase when they view themselves as competent and motivated.*
5. *Resilience in school settings can occur when students' everyday efforts are increased.*

Evidence from research on adolescent populations suggests that Stanton's conceptualization of resilience may be a fruitful one. For example, the educational risk and resilience model (Connell, Spencer, & Aber, 1994) was validated in three separate samples of African American young adolescents living in high-risk environments. The four components of the model are (1) context, (2) self (or meaning-making processes), (3) action, and (4) academic-related outcomes. The investigators found that student perceptions of parental involvement (a contextual variable) influenced self-appraisals (i.e., general self-concept, efficacy in school, and perceived quality of

interpersonal relationships). These self processes influenced emotional engagement (e.g., satisfaction with school) and behavioral engagement (e.g., doing homework). Depending on the level of engagement, outcomes were negative (e.g., low grades) or positive (e.g., high attendance).

We are using the single-case design (Yin, 1989) to test the hypothesized paths to resilience shown in Figure 2. Questionnaire responses from Stanton students in grades two through six will be analyzed. To determine effectiveness of the approach in accomplishing schoolwide changes in academic competence, we will use changes in normal curve equivalents (NCEs) on the Stanford 9 reading and mathematics subtests. NCEs are the metric used in reporting achievement gains in Title I programs. Moreover, we will compare changes in proportions of students who met defined performance standards on the Stanford 9. We discuss results on schoolwide impact below.

Figure 2. The Current Stanton Framework

Impact on Student Achievement

As discussed earlier, Stanton targeted district and community resources toward mobilizing protective processes, primarily those pertaining to competence in reading and mathematics. To gauge the school's progress, changes in normal curve equivalents (NCEs) were examined for grades two through six on the Stanford 9. The school staff administered the test in October 1997 (fall) and April 1998 (spring). First graders were given the fourth edition of the Stanford Early School Achievement Test in the fall and the Stanford 9 in the spring. As shown in Table 2, the reading gains from fall to spring in grades two through six were 11 to 21 NCEs. The mathematics gains in these grades ranged from 13 to 30. As shown in Table 2, the reading NCE gain was 4.1 and the mathematics gain was 18.1.

The Stanford 9 report also presents student performance according to four categories or levels defined by expert panels: (1) below basic (little or no mastery of knowledge and skills); (2) basic (partial mastery); (3) proficient (prepared for the next grade); and (4) advanced (superior performance). Schoolwide (grades two through six combined) changes were examined according to two categories of performance standards: (1) below basic and (2) basic, proficient, and advanced. Table 3 shows the frequencies and percentages of students below basic in reading at the fall and spring administrations respectively and students who scored at basic levels and above. Table 4 shows the frequencies and percentages in each category for mathematics.

Changes from fall to spring on both subtests were significant. On the reading subtest, 57% of students taking the test in the fall were below basic, and of students taking the test in the

spring, 41.4% were below basic, χ^2 (1, N = 589) = 14.14, $p < .05$. In mathematics, 73% of students taking the test in the fall were below basic level, and in the spring 39% were below basic, χ^2 (1, N = 607) = 68.07, $p < .05$.

Table 2

Mean National Normal Curve Equivalents on Reading and Mathematics Subtests of the *Stanford 9*

	Subtest					
	Reading			Mathematics		
Change	Fall 1997	Spring 1998	Change	Fall 1997	Spring 1998	Change
1	43.9*	48.0	4.1	32.5*	50.6	18.1
2	29.4	37.4	12.0	19.6	47.0	30.4
3	21.6	43.4	21.8	19.9	50.5	30.6
4	24.0	35.3	11.3	27.0	41.1	14.1
5	19.2	34.8	15.6	17.9	35.1	17.2
6	29.0	41.3	12.3	25.7	42.9	17.2

Table 3

Performance Levels on the Reading Subtest of the *Stanford 9*

	Standard			
	Below Basic		Basic & Above	
Test Date	n	%	n	%
Fall 1997	152	57	116	43
Spring 1998	133	41	188	59

Note. Percentages are calculated across the rows.

Table 4

Performance Levels on the Mathematics Subtest of the *Stanford 9*

	Standard			
	Below Basic		Basic & Above	
Test Date	n	%	n	%
Fall 1997	268	73	78	27
Spring 1998	125	39	196	61

Note. Percentages are calculated across the rows.

Conclusion

The resilience approach at Stanton started as a straightforward research study, wherein the researchers would come to the school, collect the data, and report the results to the faculty. Instead, resilience is emerging as an organizing principle that gives Stanton a means of integrating school improvement, regular and enhanced curricular offerings, and processes that emphasize caring, high expectations, and opportunity. Moreover, resilience orients our thinking toward an optimistic view of our students' prospects. Elementary school children

do not describe themselves as being at risk; someone assesses certain factors and applies the label. Indeed, Stanton sees the problem and deficit-focused language of risk as fundamentally at odds with the goals of school improvement. But until schools adopt a different paradigm—and to us the resilience approach is a new paradigm—we will continue to see children in urban schools as problems in the present and the future.

Although the resilience emphasis has emerged over two and a half years at Stanton, other schools might take an abbreviated route. The essential ingredients are a willingness to examine a new way of thinking, an organizational readiness to fill in the gaps in protective processes through use of effective instructional programs and involvement of parent and community partners, and a way of assessing student factors related to resilience. A teacher checklist for recording information on individual student's resiliency factors is described in Sagor (1996), and Henderson and Milstein (1996) suggest ways of developing profiles of student, faculty, and organizational resilience. We are attempting to identify reliable measures of student protective factors, and future plans call for providing teachers with information on ways to administer select measures, to interpret the data on individual students, and to use data to implement strategies to foster student resilience. We are also examining ways to share the information with families, who too often get dismal news about children's progress.

We have outlined the ways in which one school, Stanton Elementary, is embracing the resilience approach. We do not view this as another program to improve test scores and grades, although the results thus far are promising. Rather, we see this as a way of giving meaning to the phrase, "building on children's strengths." We do this first by assessing the child's view of the environment as caring or threatening and then by identifying protective factors within the child. Stanton is beginning to use this information to understand the inner strengths that children bring with them to school; to create a more accurate picture of the stress that the school can alleviate in their lives; and to fine-tune activities that will make Stanton a more caring, protective school environment for all students.

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Appendix A

Assessing Risk and Protective Factors

This appendix presents descriptive data on four questionnaires administered to groups of students at Stanton Elementary School in Washington, DC. These questionnaires include three measures to assess protective (resiliency) factors, including the Social Support Appraisal Scale, the Self-Description Questionnaire, and the Motivations for Reading Questionnaire. In addition, a measure of stress, the Life Events and Circumstances Scale, was administered.

Method

Participants

Participants were 261 children in the second through sixth grades. Parents were notified of the assessment according to guidelines in the District of Columbia Public Schools memorandum, Collaborative Partnership with the Center for Research on the Education of Students Placed At Risk, December 8, 1995.

Procedure

Students completed paper-and-pencil measures in their classrooms monitored by four research assistants (3 female and 1 male). All the measures were read aloud to minimize any problems related to reading. The research assistants worked in pairs. While one research assistant read aloud, the other assistant walked around the classroom checking to make sure that the students were following directions, not skipping ahead, or checking more than one response. The teachers were asked to leave the classroom during the questionnaire session to protect the students' confidentiality.

Data were collected in October and November of 1996 and in January of 1997.

Measures

The Social Support Appraisal Scale—Revised (Dubow & Ullman, 1989) is a 41-item pencil-and-paper instrument that assesses the child's appraisals of peer, family, and teacher support. Items were developed to reflect an individual's conceptualization of social support—information indicating to the individual that he or she is valued and esteemed by others. Sample items illustrating the content of the three major subscales include: peer items (e.g., whether the child feels left out by his/her friends); family items (e.g., whether the child is an important member of his/her family); and teacher items (e.g., whether the child feels his/her teachers are good to ask for advice or help about problems). The following sample item illustrates the format of each item: "Some kids feel left out by their friends, but other kids don't. Do you feel left out by your friends?" The child responds to each item on a 3-point continuum (3 = always, 2 = never). Dubow and Ullman (1989) reported an internal consistency reliability (Cronbach's alpha) of .88 and 3-4 week test-retest reliability of .75.

The Self-Description Questionnaire I (SDQ-I; Marsh, 1990) is designed to measure seven dimensions of self-concept. The instrument consists of 72 short items to which students respond along a 5-point response scale where 1 = "false," 3 = "true." The following is a brief description of each of the seven subscales:

1. *Physical abilities* (sports, on which students rate their ability and enjoyment of physical activities, sports, and games).
2. *Physical appearance*, wherein students rate their own attractiveness, how their appearance compares with others, and how others think they look.
3. *Relationship with peers*, wherein students rate how easily they make friends, their popularity, and whether others want them as a friend.
4. *Relationship with parents*, wherein students rate how well they get along with their parents, whether parents are easy to talk to, like them, and whether they like their parents.
5. *Reading*, on which students rate their ability and their enjoyment/interest in reading.
6. *Mathematics*, wherein students rate their ability and enjoyment/interest in mathematics.
7. *General school subjects*, on which students rate their ability and enjoyment/interest in "all school subjects."

The SDQ-I includes three composite scores: (1) Total Nonacademic Self-Concept, which is the mean of responses to the physical abilities, physical appearance, relations with parents, and relations with peers scales; (2) Total Academic Self-Concept, which is the mean of responses to the reading, mathematics, and general school scales; and (3) the Total Self-Concept, the mean of the responses to the seven factors named above.

The Motivations for Reading Questionnaire (MRQ; Wigfield, Guthrie, & McGough, 1996) is a 54-item questionnaire that assess different aspects of children's motivation for reading. MRQ consists of 11 subscales, with each item a short sentence to which the child responds on a 4-point scale (1 = very different from me, 4 = a lot like me). The 11 subscales are as follows: Reading efficacy (e.g., I am a good reader), Reading challenge (e.g., I usually learn difficult things by reading), Reading curiosity (e.g., I like to read about new things), Aesthetic enjoyment of reading (e.g., I read stories about fantasy and make believe), Importance of reading (e.g., It is very important to me to be a good reader), Compliance (e.g., I read because I have to), Reading recognition (e.g., I like having the teacher say I read well), Reading for grades (e.g., I read to improve my grades), Social reasons for reading (e.g., I often read to my brother or my sister), Reading competition (e.g., I like being the best at reading), and Reading work avoidance (e.g., I don't like vocabulary questions).

Internal consistency reliabilities of these scales were mostly greater than .70 save for reading efficacy, importance of reading, reading recognition, compliance, and reading work avoidance (Wigfield, Guthrie, & McGough, 1996).

The Life Events and Circumstances Scale (Pryor-Brown & Cowen, 1989) is a 27-item instrument that

stressful life events that have occurred in the child's life within the past year (e.g., child changed schools, best friend moved out of town, loss of job by parent). The following sample items illustrate the format of each item: "I had to change to a new school," "My best friend moved out of town." The child responds in a dichotomous way by checking either "yes" or "no." Nineteen of the items represent events over which the child has very little or no control (e.g., parents separated, parent lost a job). These items are thus less likely to be confounded with the resiliency outcomes as compared to the three events such as "a bad mark on a test."

Results

Descriptive Statistics

Table A1 presents the means, standard deviations, and ranges of each of the measures. Students in the combined sample reported an average of 7.03 stressful life events. The second, third, and fourth grades averaged 7.63, 7.48, and 7.14 life events, respectively. Fifth and sixth graders reported lower mean life events (6.04 and 6.95, respectively). Second grade students reported the highest mean level of perceived social support (170.3), and fourth graders the lowest (159.9). The mean score for the combined sample was 163.49.

Scores on the Self-Description Questionnaire for the combined sample were 36.09, 36.63, and 35.76 for the Total Nonacademic, Total Academic, and Total Self scores, respectively. These means were higher than those (31.77 for Total Nonacademic, 29.53 for Total Academic, and 30.69 for Total Self) reported for the normative sample of 1,962 children in New South Wales, Australia (Marsh, 1990).

Table A1

Means, Standard Deviations, and Ranges of Study Variables for the Combined Samples and for Each Grade

Variables		Combined Sample	Grades				
			2	3	4	5	6
Perceived Social Support	M	163.49	170.3	159.9	159.2	162.3	166.7
	SD	24.68	24.6	25.4	24.2	24.9	25.5
	Range	86-265	86-265	106-181	115-265	101-265	101-265
	N	292	68	58	46	46	54
Life Events	M	7.03	7.63	7.48	7.14	6.04	6.95
	SD	3.69	3.32	3.24	4.47	3.83	4.33
	Range	0-22	1-15	1-14	0-23	0-19	0-22
	N	259	68	56	50	48	37
Total Nonacademic	M	36.09	38.63	35.86	34.96	35.2	34.8
	SD	6.09	1.89	6.38	6.66	6.34	6.45
	Range	15-40	22-40	15-40	23-40	23-40	24-40
	N	255	66	52	45	42	35
Total Academic	M	35.67	38.63	35	33.3	33.3	32.3
	SD	7.28	2.74	7.61	7.96	6.19	7.84
	Range	12-40	31-40	12-40	12-39	22-40	12-40
	N	255	66	52	45	42	35

Total Self	M	35.79	38.88	35.7	34.2	34.6	34.1
	SD	4.41	2.09	4.47	4.05	4.91	4.54
	Range	15-40	27-40	15-40	23-46	17-40	24-40
	N	233	60	53	45	42	32
Motivations for Reading	M	34.68	36.96	35.54	34.40	33.85	31.34
	SD	4.63	2.98	4.21	3.68	4.48	4.98
	Range	9-40	28-40	19-40	25-39	18-40	20-39
	N	256	69	56	47	47	35

$^{*}p < 0.10$ $^{**}p > 0.05$ $^{***}p < 0.01$

Mean total scores on the Motivations for Reading questionnaire were 34.69 for the combined sample (grades 2 through 6); 36.96, 35.54, and 34.4 for the second, third, and fourth grade cohorts, respectively, and 33.86 and 31.34 for the fifth and sixth grades, respectively.

Correlations among Study Variables

Table A2 presents the intercorrelations among study variables for all the students in the sample. Perceived social support was significantly correlated with motivations for reading and academic self-concept. However, social support was not related to total nonacademic and total self scores. Social support and life events were negatively correlated; students in the combined sample who reported a high level of stressors also perceived that social support was low. Life events were unrelated to each of the self-related beliefs and attitudes.

The table shows high correlations, as expected, between the components of the Self Description Questionnaire (total nonacademic, total academic, and total self). These self conceptions were also positively related to motivations for reading scores, but the associations were modest.

Table A2

Intercorrelations, Significance Levels, and Sample Size of All Study Variables (Grades 2-6)

		Grades					
Variables		**1**	**2**	**3**	**4**	**5**	**6**
1. Perceived Social Support		--	0.24***	0.07	0.14**	0.10	0.18***
	r	252		222	222	2229	
	N		249				248
2. Life Events			--	0.07	0.10	0.09	0.09
	r		259	231	231	231	254
	N						
3. Total Nonacademic	r			--	0.71***	0.89***	0.15**
						233	227
	N				233		
4. Total Academic					--	0.92***	0.16***

	r					233	
	N						227
5. Total Self	r					--	
						233	0.17***
	N						227
6. Motivations for Reading							--
	r						256
	N						
* $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$							

Appendix B

Handout Distributed at Professional Development Retreat, September 1997

PROTECTIVE FACTORS IN STANTON STUDENTS

Ability to Form Positive Relationships

Of the many ways that Stanton students describe themselves, in all grades except the 3rd grade, Parent Relations ranked highest. Children thought they got along well with parents, liked them, and experienced parental acceptance and approval.

Love of Learning

Ability, enjoyment, and interest in reading (3rd and 4th graders) and math (2nd and 6th graders) ranked high (3rd of 6) on the list of dimensions of self-concept.

Self-Motivation

The number one motivation for reading among Stanton students is the importance of reading. Their desire for outperforming others ranked second among the motivations.

Self-Worth and Competence

On the dimensions of self-concept, physical attractiveness ranked second. Other dimensions included physical abilities, peer relations, parent relations, reading, and mathematics.

Overall, Stanton students perceived themselves as capable and proud of the way they were.

Appendix C

Handout Distributed to Stanton Faculty

Table 1

How Stanton Students Rate Motivations for Reading

Motivation Scale	Sample Item	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Importance of Reading	"It is very important to me to be a good reader."	1	1	1	1	1
Reading Competition	"I like being best at reading."	2	2	2	4	3
Reading for Grades	"I read to improve my grades."	4	3	3	2	2

Reading for Recognition	"I like having the teacher say I read well."	5	4	4	6	3
Reading Efficacy	"I am a good reader."	3	7	5	7	3
Reading Curiosity	"I like to read about new things."	5	6	6	3	6
Reading Involvement	"I make pictures in my mind when I read."	5	4	7	5	5
Reading Challenge	"If a book is interesting, I don't care how hard it is to read."	7	8	7	8	4
Social Reasons for Reading	"I often read to my brother or my sister."	6	5	7	10	8
Compliance	"I read because I have to."	8	9	8	9	7
Reading Work Avoidance	"I don't like vocabulary questions"	9	10	9	11	9

ERIC Digest: Fostering Resilience in Children*

Bonnie Benard

This Digest summarizes a growing body of international, cross-cultural, longitudinal studies that provide scientific evidence that many youth—even those with multiple and severe risks in their lives—can develop into "confident, competent, and caring adults" (Werner & Smith, 1992); and discusses the critical role schools can play in this process.

The Nature of Resilience

Some longitudinal studies, several of which follow individuals over the course of a lifespan, have consistently documented that between half and two-thirds of children growing up in families with mentally ill, alcoholic, abusive, or criminally involved parents or in poverty-stricken or war-torn communities do overcome the odds and turn a life trajectory of risk into one that manifests "resilience," the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity. Resilience research validates prior research and theory in human development that has clearly established the biological imperative for growth and development that exists in the human organism and that unfolds naturally in the presence of certain environmental characteristics. We are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose.

Social competence includes qualities such as responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move between different cultures; empathy; communication skills; and a sense of humor.

Problem-solving skills encompass the ability to plan; to be resourceful in seeking help from others; and to think critically, creatively, and reflectively. In the development of a *critical consciousness*, a reflective awareness of the structures of oppression (be it from an alcoholic parent, an insensitive school, or a racist society) and creating strategies for overcoming them has been key.

Autonomy is having a sense of one's own identity and an ability to act independently and to exert some control over one's environment, including a sense of task mastery, internal locus of control, and self-efficacy. The development of resistance (refusing to accept negative messages about oneself) and of detachment (distancing oneself from dysfunction) serves as a powerful protector of autonomy. Lastly, resilience is manifested in having a *sense of purpose* and a belief in a bright future, including goal direction, educational aspirations, achievement motivation, persistence, hopefulness, optimism, and spiritual connectedness.

From this research on resilience, from the literature on school effectiveness (Comer, 1984; Edmonds, 1986; Rutter et al., 1979), and from a rich body of ethnographic studies in which we

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hear the voices of youth, families, and teachers explaining their successes and failures (Heath & McLaughlin, 1993; Weis & Fine, 1993), a clear picture emerges of those characteristics of the family, school, and community environments that may alter or even reverse expected negative outcomes and enable individuals to circumvent life stressors and manifest resilience despite risk. These "protective factors" or "protective processes" can be grouped into three major categories: caring and supportive relationships, positive and high expectations, and opportunities for meaningful participation.

Caring Relationships

The presence of at least one caring person—someone who conveys an attitude of compassion, who understands that no matter how awful a child's behavior, the child is doing the best he or she can given his or her experience—provides support for healthy development and learning. Werner and Smith's (1989) study, covering more than 40 years, found that, among the most frequently encountered positive role models in the lives of resilient children, outside of the family circle, was a favorite teacher who was not just an instructor for academic skills for the youngsters but also a confidant and positive model for personal identification. Furthermore, as the research of Noddings (1988) has articulated, a caring relationship with a teacher gives youth the motivation for wanting to succeed: "At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other's company.... It is obvious that children will work harder and do things...for people they love and trust." Even beyond the teacher-student relationship, creating a schoolwide ethos of caring creates the opportunities for caring student-to-student, teacher-to-teacher, and teacher-to-parent relationships. An ethic of caring is obviously not a "program" or "strategy" per se, but rather a way of being in the world, a way of relating to youth, their families, and each other that conveys compassion, understanding, respect, and interest. It is also the wellspring from which flow the two other protective factors.

High Expectations

Research has indicated that schools that establish high expectations for all youth—and give them the support necessary to achieve them—have high rates of academic success. They also have lower rates of problem behaviors such as dropping out, drug abuse, teen pregnancy, and delinquency than other schools (Rutter et al., 1979). The conveying of positive and high expectations in a classroom and school occurs at several levels. The most obvious and powerful is at the relationship level in which the teacher and other school staff communicate the message that the student has everything he or she needs to be successful. As Tracy Kidder (1990) writes, "For children who are used to thinking of themselves as stupid or not worth talking to...a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel, She thinks I'm worth something; maybe I am." Through relationships that convey high expectations, students learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism.

Schools also communicate expectations in the way they are structured and organized. The curriculum that supports resilience respects the way humans learn. Such a curriculum is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives—especially those of silenced groups. Instruction that supports resilience focuses on a broad range of learning styles; builds from perceptions of student strengths, interests, and experience; and is participatory and facilitative, creating ongoing opportunities for self-reflection, critical inquiry, problem solving, and dialogue. Grouping practices that support resilience promote heterogeneity and inclusion, cooperation, shared responsibility, and a sense of belonging. And, lastly, evaluation that supports resilience focuses on multiple intelligences, utilizes authentic assessments, and fosters self-reflection.

Opportunities for Participation

Providing youth with opportunities for meaningful involvement and responsibility within the school is a natural outcome in schools that have

high expectations. Participation, like caring and respect, is a fundamental human need. Several educational reformers believe that when schools ignore these basic needs of both students and teachers, schools become alienating places (Sarason, 1990). On the other hand, certain practices provide youth with opportunities to give their gifts back to the school community and do indeed foster all the traits of resilience. These practices include asking questions that encourage critical thinking and dialogue (especially around current social issues), making learning more hands-on, involving students in curriculum planning, using participatory evaluation strategies, letting students create the governing rules of the classroom, and employing cooperative approaches (such as cooperative learning, peer helping, cross-age mentoring, and community service).

Conclusion

Along with other educational research, research on resilience gives educators a blueprint for creating schools where all students can thrive socially and academically. Research suggests that when schools are places where the basic human needs for support, respect, and belonging are met, motivation for learning is fostered. Reciprocal caring, respectful, and participatory relationships are the critical determining factors in whether a student learns; whether parents become and stay involved in the school; whether a program or strategy is effective; whether an educational change is sustained; and, ultimately, whether a youth feels he or she has a place in this society. When a school redefines its culture by building a vision and commitment on the part of the whole school community that is based on these three critical factors of resilience, it has the power to serve as a "protective shield" for all students and a beacon of light for youth from troubled homes and impoverished communities.

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ERIC Digest:
Turning It Around for All Youth: From Risk to Resilience

Bonnie Benard

For more than a decade public and educational discourse has focused on "children and families at risk." (Swadener & Lubeck, 1995, p. 1). Social science research has identified poverty, a social problem, as the factor most likely to put a person "at risk" for drug abuse, teen pregnancy, child abuse, violence, and school failure. Nonetheless, policy makers, the media, and often researchers themselves have personalized "at-riskness," locating it in youth, their families, and their cultures. Even though this approach sometimes succeeds in getting needed services to children and families, it has led to stereotyping, tracking, lowering expectations for many students in urban schools, and even prejudice and discrimination. Looking at children and families through a deficit lens obscures a recognition of their capacities and strengths, as well their individuality and uniqueness.

Common sense cautions against this deficit approach, and new rigorous research on resilience is disproving it scientifically. Studies demonstrate both the ways that individuals develop successfully despite risk and adversity, and the lack of predictive power of risk factors. Further, they articulate the practices and attitudes that promote healthy development and successful learning in students. Their findings are corroborated by research into the characteristics of teachers and schools, families, organizations, and communities that successfully motivate and engage youth from high-risk environments, including urban poverty (Ianni, 1989; McLaughlin, Irby, & Langman, 1994; Meier, 1995; Rutter, Maughan, Mortimore, Ouston, & Smith, 1979). This Digest briefly describes how educators and schools can foster resiliency in all youth.

Positive Beliefs about All Students

The starting point for building on students' capacities is the belief by all adults in their lives, particularly in their school, that every youth has innate resilience. To develop this belief, educators and administrators need to recognize the source of their own resilience.

All Individuals Have the Power to Transform and Change

Lifton (1994) identifies resilience as the human capacity of all individuals to transform and change, no matter what their risks; it is an innate "self-righting mechanism" (Werner & Smith, 1992, p. 202). "Resilience skills" include the ability to form relationships (social competence), to problem solve (metacognition), to develop a sense of identity (autonomy), and to plan and hope (a sense of purpose and future). While many social and life skills programs have been developed to teach these skills, the strong message in resilience research is, however, that these attitudes and competencies are outcomes—not causes—of resilience.

Long-term developmental studies have followed children born into extremely high-risk environments, such as poverty-stricken or war-

torn communities, and families with alcoholism, drug abuse, physical and sexual abuse, and mental illness. Researchers have found—remarkably—that at least 50% and usually closer to 70% of these children grow up to be not only successful by societal indicators but "confident, competent, and caring" persons (Werner & Smith, 1992).

Teachers and Schools Have the Power to Transform Lives

A common finding in resilience research is the power of teachers, often unbeknownst, to tip the scale from risk to resilience. Turnaround teachers/mentors provide and model three protective factors that buffer risk and enable positive development by meeting youth's basic needs for safety, love and belonging, respect, power, accomplishment and learning, and, ultimately, for meaning (Benard, 1991). The factors are these:

Caring Relationships. Teachers can convey loving support to students by listening to students and validating their feelings, and by demonstrating kindness, compassion, and respect (Higgins, 1994; Meier, 1995). They refrain from judging, and do not take students' behavior personally, understanding that youth are doing the best they can, based on the way they perceive the world. Teachers can also help meet the basic survival needs of overwhelmed families through provision of supplies and referrals to social service agencies.

Positive and High Expectations. Teachers' high expectations can structure and guide behavior, and can also challenge students beyond what they believe they can do (Delpit, 1996). Turnaround teachers recognize students' strengths, mirror them, and help students see where they are strong. They especially assist overwhelmed youth, who have been labeled or disapproved by their families, schools, and/or communities, in using their personal power to grow from damaged victims to resilient survivors by helping them to: (1) not take personally the adversity in their lives; (2) not see adversity as permanent; and (3) not see setbacks as pervasive (adapted from Seligman, 1995). These teachers are student-centered: they see the students' own strengths, interests, goals, and dreams as the beginning point for learning, and they tap students' intrinsic motivation for learning.

Opportunities to Participate and Contribute. As an outgrowth of a strengths-based perspective, turnaround teachers let students express their opinions and imagination, make choices, problem solve, work with and help others, and give their gifts back to the community in a physically and psychologically safe and structured environment. They treat students as responsible individuals, allowing them to participate in all aspects of the school's functioning (Rutter et al., 1979; Rutter, 1984; Krehn, 1993).

Strategies for Building Resilience

A key finding from resilience research is that successful development and transformative power exist not in programmatic approaches per se but at the deeper level of relationships, beliefs, and expectations, and willingness to share power. Schools need to develop caring relationships not only between educator-student but also between student-student, educator-educator, and educator-parent. Certain programmatic approaches, however, can provide the structure for developing these relationships, and for providing opportunities for active student involvement: small group process, cooperative learning, peer helping, cross-age mentoring, and community service. Overall, schooling that has been a turnaround experience for stressed young people is described by them as being like "a family," "a home," "a community," and even "a sanctuary" (Children's Express, 1993).

School Level Approaches

Teacher Support. Just as teachers can create a nurturing classroom climate, administrators can create a school environment that supports teachers' resilience. They can promote caring relationships among colleagues; demonstrate positive beliefs, expectations, and trust; provide ongoing opportunities and time, in small groups, to reflect, dialogue, and make decisions together (McLaughlin & Talbert, 1993).

Staff Development. Teachers should reflect personally on their beliefs about resilience, and

alive, as a staff, exchange experiences—both personal and literary—about overcoming the odds. They can read and discuss the research on resilience, including the studies of successful city schools (Polakow, 1993). Reaching a staff consensus about innate resilience is the first step in creating a classroom or school that fosters resilience.

School-Community Collaborations

Fostering the development of the whole child necessitates school, family, and community collaboration. Schools can develop a list of community agencies and match the needs of families with the services they provide.

Classroom Approaches

Teach to Students' Strengths. Starting with students' strengths, instead of their deficiencies, enlists their intrinsic motivation and positive momentum. It also keeps them in a hopeful frame of mind to learn and work on problems.

Teach Students That They Have Innate Resilience. Show students that they have the power to construct the meaning they give to everything that happens to them. Help them recognize how their own conditioned thinking—internalized environmental messages, such as they are not good enough or smart enough—blocks access to their innate resilience (Mills, 1991).

Provide Growth Opportunities for Students. This includes asking questions that encourage self-reflection, critical thinking and consciousness, and dialogue (especially around salient social and personal issues); making learning more experiential, as in service learning, providing opportunities for creative expression in art, music, writing, theater, video production, and for helping others (community service, peer helping, cooperative learning); involving students in curriculum planning and choosing learning experiences; using participatory evaluation strategies; and involving students in creating the governing rules of the classroom.

Self-Assess. Create an assessment tool from the best practices describing turnaround teachers and schools. Assess the classroom and school and ask students to do the same. Identify both areas of strength and challenge.

Use the Resiliency Approach in an Experiment. Choose one of the most challenging students. Identify all personal strengths, and mirror them back. Teach that the student has innate resilience and the power to create a personal reality. Create opportunities for the student to participate and contribute personal strengths. Be patient. Focus on small victories because they often grow into major transformations.

Conclusion

Working from their own innate resilience and well-being, teachers engage those qualities in their students. If they can let go of their tight control, be patient, and trust the process, teaching will become more effortless and enjoyable, and will be responding to recommendations from the research on resilience and on nurturing teachers and successful schools. It is important that teachers realize they are making a difference. When teachers care, believe in, and embrace the "city kids," they are not only enabling their healthy development and successful learning, but creating inside-out social change; they are building a creative and compassionate citizenry.

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ERIC Digest: Cultivating Resilience: An Overview for Rural Educators and Parents

Mary Finley

The positive concepts of resilience and protection are less familiar to rural educators and to policymakers than the negative concept of risk (as in "at-risk students"). Perhaps this state of affairs is the result of an appropriate and long-standing research effort to understand the grave lost threats to children's well-being. But when it comes to actually helping children, educators need to understand more clearly what goes right even in risky circumstances, and why. Recent research suggests things schools and communities can do to protect children against the very real threats that confront families and individuals.

This Digest interprets these findings for application in rural communities. The purpose here includes helping educators and policymakers to regard students not as problems to be "fixed," but as personalities to be protected—and in which to nurture internal resilience to the prevalent threats. Such a shift in thinking constitutes a radically new way of looking at an old phenomenon. Garmezy (1990, p. 420) puts it this way: "To think of the appropriate role for the school is to think of oneself as a protective figure whose task is to do everything possible to enhance students' competence." Competence includes the capacity to deal with external threats, and all children need to develop such competence.

At Risk vs. Resilient—A Difference in Outlook

"At risk," a term borrowed from the field of medicine, is used educationally in a wide variety of definitions—at risk of not graduating from high school, at risk of developing alcohol and other drug abuse problems, at risk of failure in life. Through overuse the term loses meaning. One can easily show, for instance, that all children (indeed, all people) are at risk. Life inevitably entails threats, after all, no matter how comfortable one's circumstances.

But many educators are understandably suspicious of the negative implications of identifying and labeling children as being at risk for such conditions as "failure in life." Fortunately, researchers began studying infants born to at-risk families years ago. They have discovered, in fact, that many infants born into risky circumstances actually become healthy adults (Garmezy, 1991; Rutter, 1987; Werner & Smith, 1982, 1992). Some combination of circumstance and temperament helped these individuals to withstand the threats that life handed them.

Protective Factors

"Resiliency" is the construct used to describe the quality in children who, through exposure to significant stress and adversity in their lives, do not succumb to the school failure, substance abuse, mental health problems, and juvenile delinquency predicted for them (Losoncy, 1992). The presence of protective factors in family, school, and community environments appears to alter or reverse predicted negative outcomes and foster the development, over time, of resiliency.

Key protective factors found in families, schools, and communities are identified by Benard (1991):

- a caring and supportive relationship with at least one person;
- consistently clear, high expectations communicated to the child; and
- ample opportunities to participate in and contribute meaningfully to one's social environment.

Protective factors help develop resilient children, who exhibit the following characteristics (Benard, 1991):

- social competence that allows the individual to sustain relationships;
- use of problem-solving skills in daily life; and
- a clear sense of personal autonomy, purpose, and future.

Carnegie (1989, p. 42[?]) insists that the changed thinking of educators needs to include "the proud awareness" that their work in classrooms and schools is "the most worthy of societal enterprises—the enhancement of competence in their children and their nurturing, in part, of a protective shield to help children withstand the multiple vicissitudes that they can expect of a stressful world." But where and how do rural schools begin to tailor a "protective shield"?

Where Do We Begin?

Across the nation, rural communities and schools differ dramatically from one another. No single set of prescriptions could possibly cover rural communities of Mexican Americans, African Americans, American Indians, Alaska Natives, or Appalachians. Though the rural poverty rate is high and many areas suffer economically, writers have observed that rural communities persist. Rural communities can be much more cohesive than urban or suburban neighborhoods, for instance, strong kinship ties are common in rural communities.

Sociologist James Coleman (1988) refers to the personal relationships in a community—patterns left from that span the generations—as "social capital." Social capital represents connections among people in a given place that allow them to care for one another—to look out for each other's well-being and for the well-being of one another's children. Rural areas can develop their comparatively greater social capital to help strengthen more children and families against factors that might put them at risk.

Although comparatively little R&D effort has focused on rural communities, Werner and Smith (1992) summarize several useful principles based on their 40-year longitudinal study of disadvantaged children and families in Hawaii. These principles are interpreted, next, in the light of rural circumstances.

Set priorities. When resources are limited (as they are in many rural communities), efforts should be guided by an assessment of priority, based on the most potentially damaging local threats. The question of priorities is very much a local one. Which local circumstances pose the greatest threats and to whom? The diversity of rural communities means that priorities will vary.

Assess available capacities. As part of a community effort, schools need to be aware of—and use—existing services. The key idea to remember is that resiliency is best nurtured and created community-wide. A student who accesses protective factors anywhere in the community benefits the whole community—and, in fact, contributes to an increase in the community's social capital (Linquanti, 1992). Schools' efforts, in both formal and informal activities, must therefore protect existing support systems. In fact, they should be designed to enhance existing support systems.

Support and celebrate. Resiliency can be cultivated, according to the research, through a child's solid, meaningful connection with just one very caring individual (Benard, 1991). A child may connect with the right important individual in school, at church, at a youth or family center, at 4-H activities, or at a local clinic or agency. These people—in whatever capacity the child relates to them—become mentors (Lord & Roberts, 1992; Freeman, 1992). They give the community's children a secure basis for the development of trust, autonomy, and initiative, and the community should support their efforts prominently. Some

staff training may be necessary for mentors, but genuine celebrations of the relationships between mentors and their protegés are also important.

Tear down real boundaries. Obviously, politically guarded institutional boundaries are not consistent with the theory and practice of cultivating resilience. Here is where rural communities have another advantage. Interdisciplinary arrangements between schools and social services first became operational in rural areas, where scarcity of resources necessitated collaboration. The need to work with other agencies continues to grow, as reflected in the literature (see LaRocca, 1995; ERIC CRESS Digest ED381402 402/95).

Resources

Research on specifically rural interventions is scanty. The references list below includes available resources that rural school leaders can review for ideas that have at least worked in urban settings. Benard's (1991) and Limgami's (1992) provide particularly thorough introductions to the resiliency paradigm, both with extensive bibliographies. Crockett and Smink's (1992) guidebook on mentoring is excellent. Though few models for nurturing a resiliency paradigm exist, Wehlage's (1991) framework for planning school and community interventions can be adapted for any size school district. At the classroom level, Hodges (1993) and Cecil and Roberts (1992) provide good starting places for teachers.

A growing literature on service learning, which includes community-wide efforts and mentorships of the sort considered above, is also relevant when thinking about resilience, protection, and social capital. The aims of service learning relate very closely to the protective factors described in this Digest. A three-volume resource series titled *Combining Service and Learning* (Kendall & Lenz, 1990) features an extensive annotated bibliography, descriptions of many programs, consideration of implementation issues and dilemmas, and original articles on a variety of topics related to the policy and practice of service learning.

You can also contact the National Service-Learning Clearinghouse at 1-800-808-SERVE, via the Internet at *serve@maroon.tc.umn.edu*, and via their gopher service address, *gopher.nicsl.coled.umn.edu* (note that "gopher" is part of the address) for resources and "nuts and bolts" contact information about service learning efforts (contacts for hundreds of service learning programs are available).

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ERIC Digest: Violence and Young Children's Development*

Lorraine B. Wallach

Violence in the United States has claimed thousands of lives and annually costs hundreds of millions of dollars in medical care and lost wages. In the context of this Digest, the term *violence* is used to refer to child abuse or other domestic conflict, gang aggression, and community crime, including assault. One of the most pernicious consequences of violence is its effect on the development of children. This Digest examines the developmental consequences for children who are the victims of, or witnesses to, family and community violence.

Violence in the Preschool Years

Children growing up with violence are at risk for pathological development. According to Erikson's classical exposition of individual development, learning to trust is the infant's primary task during the first year of life. Trust provides the foundation for further development and forms the basis for self-confidence and self-esteem. The baby's ability to trust is dependent upon the family's ability to provide consistent care and to respond to the infant's need for love and stimulation. Caregiving is compromised when the infant's family lives in a community racked by violence and when the family fears for its safety. Parents may not give an infant proper care when their psychological energy is sapped by efforts to keep safe (Halpern, 1990). Routine tasks like going to work, shopping, and keeping clinic appointments take careful planning and extra effort.

When infants reach toddlerhood they have an inner push to try newly gained skills, such as walking, jumping, and climbing. These skills are best practiced in parks and playgrounds, not in crowded apartments. But young children who live in communities racked by crime and menaced by gangs are often not permitted to be out-of-doors. Instead, they are confined to small quarters that hamper their activities, and that lead to restrictions imposed by parents and older family members (Scheinfeld, 1983). These restrictions, which are difficult for toddlers to understand and to obey, can lead in turn to disruptions in their relationships with the rest of the family.

During the preschool years, young children are ready to venture outside of the family in order to make new relationships and learn about other people (Spock, 1988). However, when they live in neighborhoods where dangers lurk outside, children may be prevented from going out to play or even from accompanying older children on errands. In addition, preschoolers may be in child care programs that are located in areas where violent acts occur frequently.

Violence: The School Years

Although the early years are critical in setting the stage for future development, the experiences of the school years are also important to children's healthy growth. During the school years, children develop the social and

* This Digest is also available in Spanish in print from ERIC/EECE and on the Web at http://ericeece.org/pubs/digests/1996/viole96s.html.

academic skills necessary to function as adults and citizens; violence at home or in the community takes a high toll.

- When children's energies are drained because they are defending themselves against outside dangers or warding off their own fears, they have difficulty learning in school (Craig, 1992). Children traumatized by violence can have distorted memories, and their cognitive functions can be compromised (Terr, 1983).
- Children who have been victimized by or who have seen others victimized by violence may have trouble learning to get along with others. The anger that is often instilled in such children is likely to be incorporated into their personality structures. Carrying an extra load of anger makes it difficult for them to control their behavior and increases their risk for resorting to violent action.
- Children learn social skills by identifying with adults in their lives. Children cannot learn nonaggressive ways of interacting with others when their only models, including those in the media, use physical force to solve problems (Garbarino et al., 1992).
- To control their fears, children who live with violence may repress feelings. This defensive maneuver takes its toll in their immediate lives and can lead to further pathological development. It can interfere with their ability to relate to others in meaningful ways and to feel empathy. Individuals who cannot empathize with others' feelings are less likely to curb their own aggression, and more likely to become insensitive to brutality in general. Knowing how some youths become emotionally bankrupt in this way helps us understand why they are so careless with their own lives and with the lives of others (Gilligan, 1991).
- Children who are traumatized by violence may have difficulty seeing themselves in future roles that are meaningful. The California school children who were kidnapped and held hostage in their bus were found to have limited views of their future lives and often anticipated disaster (Terr, 1983). Children who cannot see a decent future for themselves have a hard time concentrating on present tasks such as learning in school and becoming socialized.
- Children need to feel that they can direct some part of their existence, but children who live with violence learn that they have little say in what happens to them. Beginning with the restrictions on autonomy when they are toddlers, this sense of helplessness continues as they reach school age. Not only do they encounter the constraints that all children do, but their freedom is restricted by an environment in which gangs and drug dealers control the streets.
- When children experience a trauma, a common reaction is to regress to an earlier stage when things were easier. This regression can be therapeutic by allowing the child to postpone having to face the feelings aroused by the traumatic event. It is a way of gaining psychological strength. However, when children face continual stress they are in danger of remaining psychologically in an earlier stage of development.

Individual Differences and Resilience

Not all children respond to difficult situations in the same way; there are many factors that influence coping abilities, including age, family reaction to stress, and temperament. Younger children are more likely to succumb to stress than school-age children or adolescents. Infants can be shielded from outside forces if their caregivers are psychologically strong and available to the baby.

Children who live in stable, supportive homes have a better chance of coping because they are surrounded by nurturing adults. If grown-ups are willing to listen to children's fears and provide appropriate outlets for them, children are better able to contend with the difficulties in their lives. Children are more resilient if they are born with easy temperaments and are in good mental health. If they are lucky enough to have strong parents who can withstand the

stresses of poverty and community violence, children also have a better chance of growing into happy and productive adults (Garmezy & Rutter, 1983).

Adaptability in Children

Although what happens to them in the early years is very important, many children can overcome the hurts and fears of earlier times. For children living in an atmosphere of stress and violence, the ability to make relationships and get from others what they miss in their own families and communities is crucial to healthy development.

The staff in schools, day care centers, and recreational programs can be resources to children and offer them alternative perceptions of themselves, as well as teaching them skills for getting along in the world. With time, effort, and skill, caregivers can provide children with an opportunity to challenge the odds and turn their lives in a positive direction.

For More Information

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Internet Resources

Overview

As mentioned in the introduction to this guide, ResilienceNet staff have identified many resources on the Internet that are related to the resilience of children and families in the face of adversities. This section of the guide will discuss these resources. Of course, ResilienceNet itself is one of these resources; therefore, the features of the ResilienceNet Web site will be highlighted first. The section will then provide information on the RESILIENCE-L Listserv discussion list, note some of the Web sites included in ResilienceNet's "Research Institutions and Innovative Projects" page, and identify other Internet resources on resilience.

ResilienceNet (http://resilnet.uiuc.edu/)

Information on the background of the development of the ResilienceNet project and Web site was presented in the introduction to this guide. Here, the resources in the individual sections will be highlighted.

In its provision of information and resources, ResilienceNet seeks to serve the following audiences:

- Researchers
  These are persons seeking to extend knowledge about the development and expression of resilience. Persons responsible for the evaluation of resilience-promoting efforts are included in this category as well.
- Professionals
  Included in this audience are persons responsible for or those who provide services to others, regardless of the ages or other characteristics of their clients; included are child care providers, psychologists, social workers, social scientists, and educational, medical, and religious personnel.
- Parents and Other Adults
  This audience includes parents who are seeking information on ways to promote resilience in their children as well as adults who want to strengthen their own resilience capacity.
- Children and Youth
  This potential audience includes anyone under the legal age for adulthood who can access the Internet and may be looking for information on resilience.

Virtual Library

The ResilienceNet Virtual Library contains the full texts of papers on various resilience-related topics. These include peer-reviewed items and other items identified as being of high quality by the ResilienceNet staff or Review Team. Some of the items are located on ResilienceNet itself, while others are on Web sites of other organizations and are linked to from the Virtual Library. Currently (December 1999), there are items in Spanish and Chinese as well as in English. The items range in length from short digests to fairly lengthy papers.

Literature Reviews

This section of ResilienceNet is a bibliography, mostly annotated, of literature reviews on resilience-related topics. The section is not itself a literature review. The citations in the bibliography are taken from several databases: ERIC, PsychLit, Sociological Abstracts, and MEDLINE. The citations are divided into two sections—books and documents on the one hand, and journal articles on the other.

Bibliographies

This section of ResilienceNet contains bibliographies of books, documents, and journal articles on the resilience of children and families. As with the bibliography of literature

reviews, the citations are taken from ERIC, PsychLit, Sociological Abstracts, and MEDLINE. Bibliographies of the following types of publications are available:

- General and Theoretical Discussions and Position Papers
- Research and Evaluative Reports
- Program and Project Descriptions
- Guides and Teaching Materials

Research Institutions and Innovative Projects

This section consists of two parts. The first lists organizations or institutions that are engaged in either research or practice related to the resilience of children and families. Links to the organizations' Web sites are provided. The individual research institutions are highlighted below in the section "Research Institutions."

The second part of this section lists centers that provide services and engage in practices intended to foster the resilience of children and families. Projects undertaken by these centers are sponsored by the Bernard van Leer Foundation. The projects are all in South America. The page provides links to these projects' Web sites, which are in Spanish, Portuguese, and Quechua (a native Andean language). One of the sites has an English version as well. The individual projects are highlighted below in the section "Innovative Projects."

RESILIENCE-L Discussion List

RESILIENCE-L is an electronic discussion list on resilience-related topics. More detailed information on this list is provided below in the section "RESILIENCE-L Listserv Discussion List."

Internet Resources on Resilience

This section of ResilienceNet provides links to other Web sites that provide information or resources concerning resilience or resilience-related topics. These Web sites have been reviewed by members of the ResilienceNet Review Team according to a set of criteria: (1) relevance of the sites to human resilience, (2) authority of the sites, (3) authority of the authors, (4) validity of the information provided, (5) value of the content, and (6) distinctiveness of the site. The links include entire Web sites, sections of Web sites, journal issues, and individual papers. Web site visitors are requested to submit new sites for consideration by ResilienceNet staff. Some of the sites listed are discussed below in the section "Other Sites on the Internet."

Conference Calendar

This page contains a listing of conferences, workshops, lectures, and other events related to resilience. A disclaimer on the calendar page indicates that the listing of an event does not necessarily imply sponsorship or endorsement of that event by ResilienceNet, the Bernard van Leer Foundation, or ERIC/EECE.

Search ResilienceNet

From this page, users can search the resources on the ResilienceNet Web site.

RESILIENCE-L Listserv Discussion List

RESILIENCE-L is a Listserv discussion list owned by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois. RESILIENCE-L is a place (that is, a virtual place) where educators, researchers, students, parents, and others can discuss topics related to the resilience of children and families who experience adversities.

Subscribing to RESILIENCE-L

To subscribe to RESILIENCE-L, send a message to:

listserv@postoffice.cso.uiuc.edu.

Leave the subject line blank. Just type:

subscribe RESILIENCE-L *Your-first-name Your-last-name*

in the first line of the message area. Note that your message to LISTSERV should not include a "signature" if at all possible. The computer will try to interpret the lines of your signature as commands. The command will still be executed, but you will get in return a lot of confusing error messages.

After sending this message, you will automatically be subscribed to RESILIENCE-L and will receive back (via email) a notice of subscription and information about the discussion list. Note that—as with all Listserv discussion lists—there are two email addresses associated with RESILIENCE-L, an administrative address and a discussion list address. The administrative address (listserv@postoffice.cso.uiuc.edu) is used for sending subscription and other administrative messages. Do not send messages intended for the list administration to the discussion list address. To post a message to the list that you want all list members to see, send the message to the discussion list address:

RESILIENCE-L@postoffice.cso.uiuc.edu

Unsubscribing from RESILIENCE-L

It's important to know how to unsubscribe from a list. To unsubscribe from RESILIENCE-L, all you need to do is send a one-line email message that reads:

signoff RESILIENCE-L

Note there's no reason to include a subject, your name, or your email address.

Send the message to:

listserv@postoffice.cso.uiuc.edu

Do *not* send your message to RESILIENCE-L!

Note that your message to LISTSERV should not include a "signature" if at all possible. The computer will try to interpret the lines of your signature as commands. The command will still be executed, but you will get in return a lot of confusing error messages.

After you send the signoff command, you should receive a note confirming your signoff within a few minutes (although sometimes it can take an hour or two).

Feel free to contact the list administrator if you need more information, have problems getting signed off RESILIENCE-L, or have questions about any other list-related commands. The email address for ERIC/EECE's list administrator is:

LISTADMN@ericps.crc.uiuc.edu

Note that you can also get information about the RESILIENCE-L list, including information about the common "subscribe," "signoff," and mail option "set" commands from a page on the ResilienceNet Web site. The URL of this page is:

http://resilnet.uiuc.edu/resil-l.html

The RESILIENCE-L list is archived on the AskERIC Web server maintained by the ERIC Clearinghouse on Information & Technology at Syracuse University. The URL for the archive is:

http://askeric.org/Virtual/Listserv_Archives/resilience-l.html

By visiting the archive of a list, you can review past postings to the list, either to find a message that interested you and which you've misplaced or forgotten, or simply to browse for information. The RESILIENCE-L list archive was established in June 1999. The archive is set up by month and can be browsed or searched. It can be viewed by date of posting or by thread (that is, subject line across several messages). In 1999, some discussion threads on the RESILIENCE-L list were:

- questions and answers on ability grouping
- how to help a child whose learning style is that of a factual thinker
- child neglect
- intervention for prostituted children

Research Institutions

There are a number of research institutions or centers that include research on resilience-related topics in their work. Some of these are included in the "Research Institutions and Innovative Projects" page on ResilienceNet.

- Center for Applied Research and Educational Improvement (CAREI)
  http://carei.coled.umn.edu/

The Center for Applied Research and Educational Improvement (CAREI) is a collaborative organization, centered at the University of Minnesota, that addresses educational issues not only in Minnesota but also across the nation. CAREI's work focuses on, among other tasks, conducting applied research and evaluation studies for various agencies, providing technical assistance, and

serving as a clearinghouse of information on innovative programs across the United States.

Some of CAREI's resources directly address issues of resilience. For example, volume 5, number 1, of the Center's journal, *ResearchPractice*, was devoted to the special topic "Resiliency—A Paradigm Shift for Schools." This issue can be found at:

http://carei.coled.umn.edu/rp/Spring97/v5n1home.htm

Articles in this special topic issue examine resilience in children at risk, a framework for the practice of fostering resilience, resilience and health realization, tapping innate resilience in the classrooms, and traditional native culture and resilience.

Other resilience-related resources from CAREI can be found by searching on the term "resilience" on the CAREI search page at:

http://carei.coled.umn.edu/search/search.html

- Center for Research on the Education of Students Placed At Risk (CRESPAR)
  http://scov.csos.jhu.edu/crespar/CReSPaR.html

The mission of the Center for Research on the Education of Students Placed At Risk (CRESPAR) is to conduct the research, development, evaluation, and dissemination needed to transform schooling for students placed at risk. CRESPAR, which is a partnership between Johns Hopkins University and Howard University, is supported by the National Institute on the Education of At-Risk Students, one of five institutes under the Office of Educational Research and Improvement (OERI) at the U.S. Department of Education.

- Centro Internacional Estudio de la Resiliencia (CIER) (International Center for the Study of Resilience)
  http://micasa.yupi.com/cier/

Centro Internacional Estudio de la Resiliencia (CIER) at the University of Lanus (Argentina) focuses on research related to resilience. At this time (December 1999), the Web site only provides access to the Center's bulletin, which contains short articles on resilience and several news items.

Innovative Projects

The Bernard van Leer Foundation has sponsored a number of innovative projects in South America that provide services and engage in practices intended to foster the resilience of children and families. They may serve as examples for conducting similar projects elsewhere in the world. Some of these are included in the "Research Institutions and Innovative Projects" page on ResilienceNet.

- Circo y Resiliencia (Circus and Resilience)
  http://www.elencuentro.cl/circo/index.html

This project, which is located in Jorge Inostroza de Iquique, Chile, seeks to support resilience by fostering characteristics internal to the individual, such as self-esteem, humor (perhaps especially humor—hence the project's name), and creativity. The project also seeks to support resilience by fostering certain positive external conditions, such as social support networks. The Spanish-language Web site includes some general information about resilience and information specific to the Circo y Resiliencia project.

- Instituto Acción Para el Progreso (INAPRO) (Huancavelica, Peru) (Action Institute for Progress)
  http://members.xoom.com/resiliencia1/

INAPRO works with families and children in the high Andes, rural areas, and marginal urban areas. INAPRO seeks to support children's resilience, prevent child abuse, and support families' behavioral changes that will improve their quality of life. The Web site is in Spanish.

- Kusisqa Wawa (Ayacucho, Peru)
  http://www.promudeh.gob.pe/Setai/Kusisqawawa/

Project Kusisqa Wawa (the Web site notes that this term means "happy childhood" in Quechua), sponsored by the Ministerio de Promoción de la Mujer y del Desarrollo Humano (PROMUDEH) (Ministry for the Advancement of Women and Human Development) in Lima, Peru, seeks to prevent the negative effects of child maltreatment and to foster resilience in boys and girls in

several Andean communities. The Web site that describes this project presents information in both Spanish and Quechua (a native Andean language).

- Niño a Niño Rural (Ayacucho, Peru) (Rural Child to Child)
  http://www.chankas.com/ongs/codeac-resiliencia/

This project, established by Coordinadora de Desarrollo y Apoyo Comunal (CODEAC) and Clubes de Madres del Departamento de Ayacucho (FEDECMA), seeks to foster the resilience of young children in Ayacucho, Peru, particularly by having adolescents work with young children. The project's Web site is in Spanish.

- Projeto Auto Estima das Crianças Negras (Maranhão, Brasil) (Project Self-Esteem for Black Children)
  http://www.funac.ma.gov.br/resiliencia.htm

This project, which was established by Fundação da Criança e do Adolescente do Maranhão (FUNAC), seeks to foster young children's self-esteem and to support factors of resilience in young children. The Web site is in Portuguese.

- Projeto Lugar de Criança (Fortaleza, Ceará, Brasil) (Children's Place Project)
  http://www.esp.ce.gov.br/plc/plc001.htm

This project seeks to enhance opportunities for children and families living under conditions of social and economic adversity, with the objective of developing their innate potential. The project has both Portuguese- (URL above) and English-language Web sites. The latter (Children's Place Project) can be found at: http://www.esp.ce.gov.br/plc/plc001eng.htm.

- Proyecto: Agresiones entre niños pequeños (Peru) (Project: Aggression among Small Children)
  http://www.minedu.gob.pe/web/el_ministerio/el_ministerio/proyectos/resiliencia/resiliencia.html

This project supports efforts to develop the social and emotional skills of children in Peru, focusing on rural areas and marginalized areas of cities. The Web site is in Spanish.

- Proyecto Children's Tapunacuy I (Peru)
  http://www.irdperu.org/

This trilingually-named project, established by the Instituto Región y Desarrollo (IRD), seeks to promote self-esteem, autonomy, and positive affect in native Quechua children; to instruct parents on the importance of their children's positive affect; to support women's organizations; and to instruct parents on ways to improve their family diet and prevent disease. The Web site is in Spanish.

- Resiliencia Andina (Peru)
  http://www.transparencia.org.pe/ceprodep/resilienciaandina/

This site is maintained by Centro de Promoción y Desarrollo Poblacional (CEPRODEP), an organization that seeks to understand and foster the resilience of families, especially women and children displaced by war in the Peruvian Andes. CEPRODEP has developed a model of intervention to promote the resilience of children in Andean communities affected by the stress of war and poverty. The Web site is in Spanish.

- Projeto Infância Feliz (Ceará, Brasil) (Happy Childhood Project)
  http://www.saude.ce.gov.br/
  http://www.saude.ce.gov.br//pifelizhome/resilenc.htm

This project works with children through 10 years of age, basing its work on knowledge about child development, resilience, and play. The Web site is in Portuguese. The first URL listed above is for the Secretaria da Saúde do Estado do Ceará (Department of Health for the State of Ceará); the second is the specific section on resilience.

Other Sites on the Internet

The following sites have been identified as having some relation to the resilience of children and families. Some of these have been reviewed by the ResilienceNet Review Team and are included in the Internet links section of ResilienceNet.

- Children's and Youth's Health Issues Online (from the Institute for Health & Disability)
  http://www.peds.umn.edu/Centers/ihd/CHIPage1.html

This page of the Children's and Youth's Health Issues online publication presents several short articles related to the resilience of children.

- Center for Applied Research and Educational Improvement
  http://carei.coled.umn.edu/

This Web site is discussed above in the section on Research Institutions.

- Center for Research on the Education of Students Placed At Risk
  http://scov.csos.jhu.edu/crespar/CReSPaR.html

This Web site is discussed above in the section on Research Institutions.

- Children, Youth, and Families At-Risk (CYFAR)
  http://www.reeusda.gov/new/4h/cyfar/cyfar.htm

The Children, Youth, and Families At Risk (CYFAR) Initiative is funded to support community-based programs for at-risk children and their families. The CYFAR Initiative is based on research on effective programs for at-risk youth and families and on the human ecological principle of working across the lifespan in the context of the family and community. The initiative promotes building resilience and protective factors in youth, families, and communities. CYFAR supports collaboration and also promotes the use of technology to improve programs. By searching on "resilience" in the CYFAR Web site, one can find CYFAR-supported projects in individual states that address the resilience of at-risk children and youth.

- The Effectiveness of Prevention Strategies for Adolescent Depression (Web site of Flinders University of South Australia & University of Adelaide)
  http://auseinet.flinders.edu.au/clearing/depression/Prev_D08.html

This article discusses the concept of resilience as it relates to programs that address adolescent depression.

- Families under Stress: What Makes Them Resilient. 1997 AAFCS Commemorative Lecture.
  http://www.cyfernet.mes.umn.edu/research/resilient.html

This paper discusses the nature of family risk factors, the central concepts of family resilience, and research findings that demonstrate the variability in family protective factors and in family recovery factors.

- KidsPeace
  http://www.kidspeace.org/

KidsPeace, the National Center for Kids Overcoming Crisis, serves children by means of a comprehensive continuum of mental health treatment programs. This private, not-for-profit organization also acts as a national liaison for intervention services, and educates children, parents, and professionals around the world in how to avert crisis. The KidsPeace strategy cultivates resilience by helping children discover and build on their strengths, develop inter-dependent relationships, and replace negative patterns and intentionally form new patterns.

- National Institute on Drug Abuse/National Institutes of Health (NIDA/NIH)
  http://www.nida.nih.gov

This Web site contains information related to drug abuse. The topic of resilience, especially as it relates to preventing drug abuse, is addressed in some of the papers on the site. Search for "resilience" (or "resiliency" or "resilien") in the Search box on the home page.

- National Network for Family Resiliency
  http://www.nnfr.org/

The National Network for Family Resiliency (NNFR) is part of the Children, Youth, and Families Education Research Network (CYFERNet), itself a group of five national networks. The NNFR comprises more than 41 land grant universities, along with other agencies and organizations. The Network provides access

to family resilience information and resources through electronic media, training, education, and community development. The NNFR Web site provides information and resources on family resilience as it relates to the several topical areas: adolescent sexuality, evaluation, family economics, family policy, general family resilience, intergenerational connections, the National Money 2000 program, parenting education, program and curriculum, research, surviving childhood cancer, and violence prevention.

- National Parent Information Network (NPIN)
  http://npin.org

The National Parent Information Network (NPIN) contains information and resources for parents. Among these resources are occasional items that relate to the resilience of children and families, such as "Building Resilience: Helping Your Child Cope with Frustrations at School," an article by Lilian G. Katz that appeared in the November 1996 issue of *Parent News*, NPIN's electronic parent news magazine.

- North Central Regional Educational Laboratory (NCREL)
  http://www.ncrel.org

The North Central Regional Educational Laboratory (NCREL) is one of the 10 Regional Educational Laboratories (funded by the U.S. Department of Education). NCREL provides research-based resources and assistance to educators, policy makers, and communities in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

- A Preview of the New CMHS School Violence Prevention Program: Enhancing Resilience
  http://www.mentalhealth.org/specials/schoolviolence/preview.htm

This is a 1999 paper that describes the Enhancing Resilience Initiative of the Center for Mental Health Services (CMHS). The intent of the Initiative is to fund programs that coordinate families, schools, and communities into a partnership to promote the development of healthy behaviors, competence, and resilience in school-aged children and youth in order to decrease the level of violence in schools.

- Promoting Resilience in At-Risk Children. (From the *Journal of Counseling & Development: JCD*, 744, 368-373. [1996]).
  http://www.valdosta.edu/~whuitt/psy702/files/resbuild.html

This article discusses several personality, familial, and environmental variables—identified in longitudinal studies from the United States and the United Kingdom—that promote resilience in youths at risk from early deprivation, family dysfunction, poverty, abuse, and other factors. The article also offers an assessment technique and strategies to promote a health-generating perspective.

- Resiliency in Young Children
  National Crime Prevention Centre (of Canada)
  http://crime-prevention.org/ncpc/publications/children/resil_e.htm

This fact sheet examines resilience and protective factors among young children and the significance of these factors for the early prevention of criminality, violence, and victimization.

- Resiliency: Relevance to Health Promotion
  http://www.hc-sc.gc.ca/hppb/alcohol-otherdrugs/pube/resilncy/discus.htm

Sections of this paper provide background information on resilience; examine resilience in the context of health promotion; discuss resilience in individuals, in families and communities, in health promotion research and practice, and in health promotion programs; and considers implications for health promotion policy.

Resilience Bibliography

The following citations, which deal with the resilience of children and families, include books, book chapters, theses, and journal articles. These citations are derived from various databases, including PsychINFO, Dissertation Abstracts, Sociological Abstracts, and MEDLINE. The citations chosen for this chapter are organized into four categories: (1) Research and Evaluative Reports, (2) Guides and Teaching Materials, (3) Program and Project Descriptions, and (4) General and Theoretical Discussions and Position Papers. Each category contains citations from 1995 to 1999. The bibliographies on the ResilienceNet Web site contain earlier citations (http://resilnet.uiuc.edu/biblio.html). Additional citations are listed in the "ERIC Database Citations" chapter.

Research and Evaluative Reports

Book Chapters, Books, and Dissertations

de las Fuentes, Cynthia; & Vasquez, Melba J. T. (1999). Immigrant adolescent girls of color: Facing American challenges. In Norine G. Johnson & Michael C. Roberts (Eds.), *Beyond appearance: A new look at adolescent girls* (pp. 131-150). Washington, DC: American Psychological Association.

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The book contains the following chapters: (1) Assessment of the child in crisis (Webb); (2) Play therapy crisis intervention with children (Webb); (3) The child witness of parental violence: Case of Michael, age 4, and follow-up at age 16 (Webb); (4) Helping forgotten victims: Using activity groups with children who witness violence (Nisavoccia and Lynn); (5) The assessment and treatment of family sexual abuse: Case of Rosa, age 6 (Strand); (6) Witness and victim of multiple abuses: Case of Randy, age 10, in a residential treatment center, and follow-up at age 19 in prison (Doyle and Stoop); (7) Multiple traumas of refugees—Near-drowning and witnessing of maternal rape: Case of Sergio, age 9, and follow-up at age 16 (Bevin); (8) Betrayed by a trusted adult: Structured time-limited group therapy with elementary school children abused by a school employee (Pelkovitz); (9) Persistent and chronic neglect in the context of poverty—When parents can't parent: Case of Ricky, age 3 (Tonning); (10) School-based peer therapy to facilitate mourning in latency-age children following sudden parental death: Cases of Cindy, age 10, and Roberta, age 9, with follow-up 8 years later (Bluestone); (11) A suicide threat evaluated in a psychiatric emergency room uncovers multiple family problems: Case of Philip, age 8 (Osuna and Webb); (12) Unresolved conflicts in a divorced family: Case of Charlie, age 10 (Robinson); (13) The many losses of children in substance-disordered families: Individual and group interventions (Ficaro); (14) Developmental identity crisis in nontraditional families: Cases of Emma, age 8, and Chad, age 13, children of lesbian parents (Wind); (15) HIV/AIDS in the family: Group treatment for latency-age children affected by the illness of a family member (de Ridder); (16) Life-threatening blood disorder, case of Daniel, age 11, and his mother (Kaplan); (17) Childhood cancer and the family: Case of Tim, age 6, and

follow-up at age 15 (Goodman); (18) The aftermath of a plane crash—Helping a survivor cope with deaths of mother and sibling: Case of Mary, age 8, and follow-up at age 17 (Fornari); (19) School-based crisis assessment and intervention with children following urban bombings (Webb); (20) International consultation and intervention on behalf of children affected by war (Williams-Gray); (21) Self-help for the helpers: Preventing vicarious traumatization (Ryan).

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Goldstein, Arnold P.; & Conoley, Jane Close (Eds.). (1997). *School violence intervention: A practical handbook.* New York: Guilford.

The book contains the following chapters: I. Introduction: (1) Student aggression: Current status (Goldstein and Conoley). Part II. Practitioners' perspectives: (2) The low-aggression classroom: A teacher's view (Striepling); (3) Creating safe schools: A principal's perspective (Braaten); (4) The state department of education's role in creating safe schools (Grady, Krumm, and Losh); (5) National trends in school violence: Statistics and prevention strategies (Stephens). Part III. Student-oriented interventions: (6) Preschool interventions (Carey); (7) Classroom management (Keller and Tapasak); (8) School crisis teams (Poland); (9) Interventions for aggressive students in a public-school-based day treatment program (Oestmann and Walker); (10) Gang-oriented interventions (Kodluboy). Part IV. School-oriented interventions: (11) Academic and curriculum interventions with aggressive youths (Gagnon and Conoley); (12) The safe school: Moving beyond crime prevention to school empowerment (Morrison, Furlong, and Morrison); (13) Security policy, personnel, and operations (Trump); (14) Controlling vandalism: The person environment duet (Goldstein). Part V. System-oriented interventions: (15) Families with aggressive children and adolescents (Christenson, Hirsch, and Hurley); (16) Coping with the consequences of community violence (Garbarino and Kostelny). Part VI. Special topics: (17) School violence and cultural sensitivity (Cartledge and Johnson); (18) Victims and victimizers: The two faces of school violence (Hyman, Weiler, Perone, Romano, Britton, and Shanock); (19) FERPA and school violence: The silence that kills (James). Part VII. Summary: (20) The known, unknown, and future of violence reduction (Conoley and Goldstein).

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Swihart, Ernest Walter Jr.; & Cotter, Patrick D. (1996). *The manipulative child: How to regain control and raise resilient, resourceful, and independent kids.* New York: Macmillan.

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The book contains the following chapters: Section 1. Learners at the margins: (1)

Individualized planning (Richard L. Allington and Anne McGill-Franzen); (2) Early education for disabled and at-risk children (Rebecca R. Fewell); (3) Elementary-school programs (Rollanda E. O'Connor); (4) Secondary educational programs and transition perspectives (Paula D. Kohler and Frank R. Rusch); (5) Gifted and talented students (Sally M. Reis and Joseph S. Renzulli); (6) Educational resilience (Margaret C. Wang and Geneva D. Haertel). Section 2. Distant disabilities: (7) Learners with visual impairment and blindness (Jamie Dote-Kwan and Deborah Chen); (8) Learners who are deaf or hard of hearing (Joseph E. Fischgrund); (9) Learners with emotional or behavioral difficulties (Reece L. Peterson); (10) Learners with severe intellectual disabilities (Diane M. Browder, Karena Cooper, and Levan Lim); (11) Learners with language impairments (Katharine G. Butler). Section 3. Support systems: (12) Funding (Maynard C. Reynolds); (13) Parents and advocacy systems: A family systems approach (Elena C. Pell and Elena P. Cohen); (14) Teacher education (Paul T. Sindelar and Karen L. Kilgore); (15) School-community linkages (Andrea G. Zetlin and William L. Boyd). Epilogue (Margaret C. Wang, Maynard C. Reynolds, and Herbert J. Walberg).

Program and Project Descriptions

Book Chapters and Books

Pedro-Carroll, Joanne. (1997). The Children of Divorce Intervention Program: Fostering resilient outcomes for school-aged children. In George W. Albee & Thomas P. Gullotta (Eds.), *Primary prevention works. Issues in children's and families' lives* (Vol. 6, pp. 213-238). Thousand Oaks, CA: Sage.

Cowen, Emory L.; Work, William C.; & Wyman, Peter A. (1997). The Rochester Child Resilience Project (RCRP): Facts found, lessons learned, future directions divined. In Suniya S. Luthar & Jacob A. Burack (Eds.), *Developmental psychopathology: Perspectives on adjustment, risk, and disorder* (pp. 527-547). New York: Cambridge University Press.

Cowen, Emory L.; Hightower, A. Dirk; Pedro-Carroll, JoAnne L.; Work, William C.; Wyman, Peter A.; & Haffey, William G. (1996). School-based prevention for children at risk: The Primary Mental Health Project. Washington, DC: American Psychological Association.

The book contains the following chapters: (1) The Primary Mental Health Project: Roots and wellsprings. Part I. PMHP: The core program: (2) How PMHP operates: An X-ray; (3) PMHP's early evolution; (4) Setting op and conducting a PMHP; (5) PMHP mini-programs: Extending and refining the basic offerings; (6) Evaluating the effectiveness of PMHP. Part II. Newer directions: (7) Disseminating the PMHP program model; (8) The social problem-solving program; (9) The Children of Divorce Intervention Program; (10) The Study Buddy Program; (11) The Rochester Child Resilience Project. Part III. Conclusion: (12) Where from, where to?

Journal Articles

Gabriel, Roy M.; Hopson, Tony; Haskins, Marshall; & Powell, Kenneth E. (1996). Building relationships and resilience in the prevention of youth violence. *American Journal of Preventive Medicine, 12*(5, Suppl), 48-55.

Blum, Robert William. (1998). Healthy youth development as a model for youth health promotion: A review. *Journal of Adolescent Health, 22*(5), 368-375.

Cowen, Emory L.; Wyman, Peter A.; Work, William C.; & Iker, Miriam R. (1995). A preventive intervention for enhancing resilience among highly stressed urban children. *Journal of Primary Prevention, 15*(3), 247-260.

General and Theoretical Discussions and Position Papers

Book Chapters and Books

McCubbin, Hamilton I.; & Thompson, Elizabeth A. (Eds.). (1999). *Resiliency in families: Vol. 4. The dynamics of resilient families.* Thousand Oaks, CA: Sage.

This book contains the following chapters: (1) Crisis of genealogy: Facing the challenges of infertility (Daly); (2) Mapping resilience as process among adults with childhood adversities (Gilgun); (3) Reflexivity in qualitative analysis: Toward an understanding of resiliency among older parents with adult gay children (Allen); (4) Becoming resilient: Skill development in couples living with non-insulin dependent diabetes (Chesla); (5) Resiliency in families with a member facing AIDS (Thompson); (6) Variations in families' explanations of childhood chronic conditions: A cross-cultural perspective (Garwick et al.); (7) Surviving the demise of a way of life: Stress and resilience in northeastern commercial fishing families (Mederer); (8) Resilience in postdivorce mother-child relationships (Golby and Bretherton).

Emery, Robert E. (1999). *Developmental clinical psychology and psychiatry, Vol. 14: Marriage, divorce, and children's adjustment* (2nd ed.). Thousand Oaks, CA: Sage.

This book contains the following chapters: (1) Overview; (2) Some cultural, historical, and demographic perspectives; (3) Methodological and conceptual issues; (4) Children's adjustment in divorced and married families; (5) Family processes and children's divorce adjustment; (6) Therapeutic intervention: Approaches and research; (7) Legal interventions: Laws, policies, and new directions.

Saarni, Carolyn. (1999). *The development of emotional competence. The Guilford series on social and emotional development.* New York: Guilford.

The book contains the following chapters: (1) Prologue: What is emotional competence?; (2) The inseparability of emotional and social development; (3) The role of the self in emotional competence; (4) How we become emotionally competent; (5) Skill 1: Awareness of one's own emotions; (6) Skill 2: The ability to discern and understand others' emotions; (7) Skill 3: The ability to use the vocabulary of emotion and expression; (8) Skill 4: Capacity for empathic involvement; (9) Skill 5: The ability to differentiate internal subjective emotional experience from external emotional expression; (10) Skill 6: Capacity for adaptive coping with aversive emotions and distressing circumstances; (11) Skill 7: Awareness of emotional communication within relationships; (12) Skill 8: Capacity for emotional self-efficacy; (13) Emotional incompetence and dysfunction.

Hetherington, E. Mavis (Ed.). (1999). *Coping with divorce, single parenting, and remarriage: A risk and resiliency perspective.* Mahwah, NJ: Erlbaum.

The book contains the following chapters: (1) Introduction and overview. Part I. Why marriages succeed or fail: (2) Predicting the future of marriages (Sybil Carrere and John M. Gottman); (3) Black couples, white couples: The early years of marriage (Terri L. Orbuch, Joseph Veroff, and Andrea G. Hunter). Part II. Child adjustment in different family forms: (4) Multiple risks and adjustment in young children growing up in different family settings: A British community study of stepparent, single mother, and nondivorced families (Kirby Deater-Deckard and Judy Dunn); (5) Family structure, parenting practices, and adolescent adjustment: An ecological examination (Shelli Avenevoli, Frances M. Sessa, and Laurence Steinberg). Part III. Family functioning and child adjustment in divorced and single-parent families: (6) Should we stay together for the sake of the children? (E. Mavis Hetherington); (7) Father absence and the welfare of children (Sara S. McLanahan); (8) Children of divorced parents as young adults (Paul R. Amato); (9) Young African American multigenerational families in poverty: The contexts, exchanges, and processes of their lives (P. Lindsay Chase-Lansdale, Rachel A. Gordon, Rebekah Levine Coley, Lauren S. Wakschlag, and Jeanne Brooks-Gunn); (10) Protective factors in the development of preschool-age children of young mothers receiving welfare (Martha J. Zaslow, M. Robin Dion, Donna Ruane Morrison, Nancy Weinfield, John Ogawa, and Patton Tabors). Part IV. Family functioning and child adjustment in repartnered relationships and in stepfamilies: (11) Contexts as predictors of changing maternal

parenting practices in diverse family structures: A social interactional perspective of risk and resilience (David S. DeGarmo and Marion S. Forgatch); (12) From marriage to remarriage and beyond: Findings from the Developmental Issues in Stepfamilies Research Project (James H. Bray); (13) A social constructionist multi-method approach to understanding the stepparent role (Mark A. Fine, Marilyn Coleman, and Lawrence H. Ganong); (14) The dynamics of parental remarriage: Adolescent, parent, and sibling influences (Edward R. Anderson, Shannon M. Greene, E. Mavis Hetherington, and W. Glenn Clingempeel). Part V. Intervention: (15) Psychological interventions for separated and divorced families (Robert E. Emery, Katherine M. Kitzmann, and Mary Waldron).

Nolen-Hoeksema, Susan; & Larson, Judith. (1999). *Coping with loss. LEA series in personality and clinical psychology.* Mahwah, NJ: Erlbaum.

The book includes the following chapters: Perspectives on loss; The special challenges of different types of losses; Coping and personality; Social support; Children and grief; Growth and resilience following loss; Interventions.

Cox, Martha J.; & Brooks-Gunn, Jeanne (Eds.). (1999). *Conflict and cohesion in families: Causes and consequences. The advances in family research series.* Mahwah, NJ: Erlbaum.

The book contains the following chapters: (1) Preface (Martha J. Cox and Jeanne Brooks-Gunn); (2) Studying conflict and cohesion in families: An overview (Martha J. Cox and Jeanne Brooks-Gunn); (3) A proposal relating a theory of delinquency to societal rates of juvenile crime: Putting Humpty Dumpty together again (G. R. Patterson); (4) Affective ties between mothers and daughters in adolescent childbearing families (Dawn A. Obeidallah and Linda M. Burton); (5) Unearthing the seeds of marital distress: What we have learned from married and remarried couples (Lydia M. Prado and Howard J. Markman); (6) The transition to parenthood: Marital conflict and withdrawal and parent-infant interactions (Martha J. Cox, Blair Paley, C. Chris Payne, and Margaret Burchinal); (7) Contexts of marital conflict and children's emotional security: Exploring the distinction between constructive and destructive conflicts from the children's perspective (E. Mark Cummings and Amy Wilson); (8) Meta-emotion philosophy and family adjustment: Making an emotional connection (Lynn Fainsilber Katz, Beverly Wilson, and John M. Gottman); (9) Two faces of Janus: Cohesion and conflict (Marion S. Forgatch and David S. DeGarmo); (10) Conflict and cohesion in parent-adolescent relations: Changes in emotional expression from early to midadolescence (Rand D. Conger and Xiaojia Ge); (11) "Sometimes I think that you don't like me": How mothers and daughters negotiate the transition into adolescence (Julia A. Graber and Jeanne Brooks-Gunn); (12) Mother-daughter interactions and adolescent girls' depression (Sally I. Powers and Deborah P. Welsh); (13) Conflict and cohesion in rhesus monkey family life (Stephen J. Suomi); (14) The effects of psychiatric disorders on family formation and stability (Ronald C. Kessler and Melinda S. Forthofer); (15) Perspectives on conflict and cohesion in families (Martha J. Cox, Jeanne Brooks-Gunn, and Blair Paley).

Bandura, Albert. (1998). Personal and collective efficacy in human adaptation and change. In John G. Adair & David Belanger (Eds.), *Advances in psychological science: Vol. 1: Social, personal, and cultural aspects* (pp. 51-71). Hove, England: Psychology Press/Erlbaum (UK).

Greenbaum, Charles W.; & Auerbach, Judith G. (1998). The environment of the child with mental retardation: Risk, vulnerability, and resilience. In Jacob A. Burack & Robert M. Hodapp (Eds.), *Handbook of mental retardation and development* (pp. 583-605). New York: Cambridge University Press.

Coll, Cynthia Garcia; Surrey, Janet L.; & Weingarten, Kathy (Eds.). (1998). *Mothering against the odds: Diverse voices of contemporary mothers.* New York: Guilford.

The book contains the following chapters: (1) Sidelined no more: Promoting mothers of adolescents as a resource for their growth and development (Kathy Weingarten); (2) "Exceptional" mothering in a "normal" world (Miriam Greenspan); (3) Homeless: Mothering at rock bottom (Rebecca Koch, Mary T. Lewis, and Wendy Quiñones); (4) Immigrant Mothers: What makes them high risk? (Marilyn G. Fraktman—Conversation one, edited by Kathy Weingarten); (5) Yes, I am a swan: Reflections on families headed by lesbians and gay Men (Laura Benkov); (6) Safeguarding wordless voices in a world of words (Bonnie Y. Ohye); (7) He needs his father: The clinical discourse and politics of single mothering (Phoebe Kazdin Schnitzer); (8) Let me suffer so my kids won't: African American mothers living with HIV/AIDS (Karen Fraser Wyche—Conversation two, edited by Kathy Weingarten); (9) "Real" mothers: Adoptive mothers resisting marginalization and re-creating motherhood (Betsy Smith, Janet L. Surrey, and Mary Watkins); (10) Against all odds: Resistance and resilience in African American welfare mothers (Elizabeth Sparks); (11) Teen mothers: Countering the myths of dysfunction and developmental disruption (Patricia Flanagan); (12) Incarcerated mothers: Crimes and punishments (Cynthia García Coll, Janet L. Surrey, Phyllis Buccio-Notaro, and Barbara Molla—Conversation three, edited by Kathy Weingarten)

Sameroff, Arnold J.; Bartko, W. Todd; Baldwin, Alfred; Baldwin, Clare; & Seifer, Ronald. (1998). Family and social influences on the development of child competence. In Michael Lewis & Candice Feiring (Eds.), *Families, risk, and competence* (pp. 161-185). Mahwah, NJ: Erlbaum.

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The book contains the following chapters: Part I. Introduction: (1) Trajectories and turning points over the life course: Concepts and themes (Blair Wheaton and Ian H. Gotlib). Part II. Trajectories: Long-term effects of adverse experience: (2) Childhood adversity and adult psychopathology (Ronald C.

Kessler, Jacquelyn Gillis Light, Amber Story, William Magee, and Kenneth Kendler); (3) The impact of twenty childhood and adult traumatic stressors on the risk of psychiatric disorder (Blair Wheaton, Patricia Roszell, and Kimberlee Hall); (4) Intergenerational sanction sequences and trajectories of street crime amplifications (John Hagan and Bill McCarthy); (5) School-leavers' self-esteem and unemployment: Turning point or a station on a trajectory? (David Dooley and Joann Prause); (6) The intergenerational consequences of social stressors: Effects of occupational and family conditions on young mothers and their children (Elizabeth Menaghan); (7) Women's roles and resilience: Trajectories of advantage or turning points? (Phyllis Moen). Part II. Turning points: Changes in life trajectories: (8) Becoming unsupervised: Children's transitions from adult-care to self-care in the afterschool hours (Deborah Bell, Sara Norell, and Anthony Lewis); (9) Children whose parents divorce: Life trajectories and turning points (Donald Wertlieb); (10) Life after high school: Development, stress, and well-being (Susan Gore, Robert Aseltine, Jr.; Mary Ellen Colten, and Bin Lin); (11) Turning points in midlife (Elaine Wethington, Hope Cooper, and Carolyn Holmes); (12) Adaptation to retirement (Robert S. Weiss). Part III. New methods for thestudy of the life course: (13) Construction and use of the life history calendar: Reliability and validity of recall data (Nan Lin, Walter Ensel, and Wan-foon Gina Lai); (14) Using discrete-time survival analysis to study event occurrence across the life course (John B. Willett and Judith D. Singer).

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Sabine E. French); (8) Understanding the school performance of urban Blacks: Some essential background knowledge (John U. Ogbu); (9) Extended day programs for urban children and youth: From theory to practice (Donald R. Hellison and Nicholas J. Cutforth). Part IV. Health: (10) A public health perspective on urban adolescents (Kelli A. Komro, Frank Bingchang Hu, and Brian R. Flay); (11) Health perspectives on urban children and youth (Robert L. Johnson); (12) Families and health in the urban environment: Implications for programs, research, and policy (Suzanne Feetham).

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Accomplishments and tasks ahead (Michael Rutter).

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Research and Evaluative Reports

ERIC Documents

ED426780 PS027253

Resilience: Development and Measurement.

Hiew, Chok C.

1998

12p.; Paper presented at the Graduate Department of Learning and Curriculum Development, Faculty of Education, Hiroshima University (Hiroshima, Japan, July 24, 1998).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: Canada; New Brunswick

Journal Announcement: RIEJUN99

This paper explains that Grotberg (1995) has developed two measures of child resilience, one eliciting children's responses to vignettes depicting difficult situations and the second a checklist completed by an adult. Two studies examined the validity of these methods of assessing child resilience. Study 1 focused on the validity of vignettes and used measures of social support and parental bonding as predictors. Sixty-eight students (mean age 12 years) responded to vignettes describing adversities and completed questionnaires on parental bonding and sources of social support. Their teachers completed the resilience checklist. Findings indicated that the single most important predictor of resilience was support from informal sources. Study 2 examined the factor structure of the resilience checklist. Teachers completed the checklist for 40 students (mean age 13 years) and evaluated their school competencies. Students completed the vignette measure and questionnaires assessing their social skills and identifying social supports. Four factors were identified for the resilience checklist, labeled: (1) "I Can"—social/interpersonal resilience, surfacing in school settings; (2) "Facilitative Environment"—internal resilience, emerging within family supports; (3) "I Am"—internal resilience, emerging within nonfamily supports; and (4) "I Have," social skills. The findings of the two studies indicated that the two child resilience measures were significantly related to independent predictors of resilience. (KB)

Descriptors: Check Lists; Definitions; *Early Adolescents; Family Relationship; Foreign Countries; Interpersonal Competence; Measurement Techniques; Peer Relationship; *Resilience (Personality); Social Adjustment; Social Support Groups; Student Adjustment; *Test Validity

Identifiers: Vignettes

ED425576 EC306838

Fostering Resilience in Special Education Students.

Sells, Dana; Shepard, Jerri

1998
13p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Washington
Journal Announcement: RIEMAY99

This paper begins by presenting a case study of a ten-year-old special education student to demonstrate protective factors that help develop resiliency in children with disabilities. The definition of resiliency is then discussed, and risk factors that affect children with special needs are identified, including family problems associated with drug addiction, poverty, abuse, neglect, negative school climate, community disorganization, and lack of access to basic human needs. Three protective factors that surface from resiliency studies are discussed and include caring and support, opportunities for participation, and a vision for the future. Characteristics of successful schools are identified, which include academic emphasis, teachers' clear expectations and regulations, a high level of student participation, and many varied, alternative resources such as libraries, vocational work opportunities, art, music, and extra curricula activities. The following teacher strategies for fostering resilience in special education students are provided: (1) keeping elementary special education students with one special education teacher while the student attends the school; (2) providing care and support, compassion, a listening voice, and basic trust; and (3) providing high/positive expectations, realistic challenges, firm guidance and respect, and recognition of and building on strengths. (CR)

Descriptors: At Risk Persons; Case Studies; Classroom Techniques; Coping; *Disabilities; *Educational Environment; Elementary Secondary Education; *Emotional Development; Family Characteristics; Learning Strategies; * Resilience (Personality); Special Education; *Teacher Role; Teacher Student Relationship

ED424908 PS026908

Meeting the Needs of Homeless Children Who Live in Temporary Housing.

McClain, Deborah
1998
36p.
EDRS Price - MF01/PC02 Plus Postage.
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR99

This study investigated the strengths homeless children exhibit. Homeless children living in shelters and children of the same peer group living in low income housing were interviewed about home activities, interests, abilities, talents, character strengths, autonomous behavior, and interactions with adults. All children were selected from first, second and third grades of an inner city public school. Findings indicated that many of homeless children do exhibit a high degree of independence. The findings also highlighted many of the emotional, psychological, and learning problems that homeless children endure living in shelters. (JPB)

Descriptors: Child Welfare; *Childhood Interests; *Childhood Needs; *Children; Coping; Economically Disadvantaged; *Homeless People; Personal Autonomy; Resilience (Personality)
Identifiers: Shelters

ED419896 UD032373

Resiliency in Native American and Immigrant Families. Resiliency in Families Series.

McCubbin, Hamilton I., Ed.; Thompson, Elizabeth A., Ed.; Thompson, Anne I., Ed.; Fromer, Julie E., Ed.
1998
454p.
ISBN: 0-7619-1399-8
Available From: SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@sagepub.com (clothbound: ISBN-0-7619-1398-X; paperback: ISBN-0-7619-1399-8, $33.95).
Document Not Available from EDRS.
Document Type: BOOK (010); STATISTICAL MATERIAL (110); EVALUATIVE REPORT (142)
Geographic Source: U.S.; California

Journal Announcement: RIEOCT98

This book is the first part of a two-volume collection devoted to issues facing racial and ethnic minority families. These chapters grew out of a conference at the University of Wisconsin, Madison, which focused on the strengths and resources of minority families. They represent an effort to share knowledge that can be used for the design of ethnically and culturally sensitive family services. The three chapters in Part I, "Overview and Theory," address theoretical issues and issues related to multiple ethnic groups. The introductory chapter gives an overview of theoretical developments on the Resiliency Model of Family Stress, Adjustment, and Adaptation. Authors of these chapters apply a resiliency framework to explorations of educational outcomes for students of different racial and ethnic backgrounds. Part II, "Native Americans," focuses on resiliency issues faced by Native Hawaiians and Native American Indians in seven chapters. In each case, the relationships of cultural, political, and situational factors and the resilient adaptation of families are explored in the context of the group's cultural heritage. Part III, "Immigrant Americans," contains 11 chapters that investigate the resilient factors specific to racial and ethnic immigrant families. This part is divided into sections on Asian Americans and Latino/Hispanic Americans. Among the themes explored are intergenerational support and the transmission of cultural heritage. Other chapters apply a resiliency perspective to discussions of caregiving, coping, and the availability of community and social support services. Each chapter contains references. (Contains 36 tables and 17 figures.) (SLD)

Descriptors: *American Indians; *Asian Americans; Cultural Differences; Ethnic Groups; Family Characteristics; *Hawaiians; *Hispanic Americans; *Immigrants; Outcomes of Education; Political Influences; Racial Differences; *
Resilience (Personality); Tables (Data); Theories

Identifiers: Native Americans

ED419073 UD032322

Educational Resilience. Publication Series No. 11.

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.; National Research Center on Education in the Inner Cities, Philadelphia, PA.

1998

47p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Report No: L98-11

EDRS Price - MF01/PC02 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIESEP98

To assist educators in fostering resilience among children, this paper offers information that will help transform the picture of children at risk to a vision of educationally resilient students who can overcome obstacles. Researchers have offered many definitions of resilience, but all have stressed the capacity of the individual to overcome personal vulnerabilities and environmental adversities. Two of the most salient characteristics of resilient children are a high level of engagement and a sense of personal agency. Just as some personality traits act as protective factors, so do some features of families, communities, and schools. This booklet explores these features, beginning with parent characteristics that foster resilience. After the family, peers are the most important source of support, providing children and adolescents with a sense of being cared for and valued. Communities with well-developed social networks and consistent social and cultural norms also support resilience. Schools have a major role to play in promoting resilience, and a number of strategies to do so are discussed. Teacher attitudes and expectations are critical, and these must be combined with powerful, research-based instructional practices that facilitate student learning. Responding to student diversity promotes resilience, as does teaching students strategies for learning. The roles of curriculum, programs and reforms that build resilience, and initiatives with a direct influence on student learning are discussed. Children's educational resilience cannot be created merely by a set of activities or strategies, but it can be

enhanced by teachers' adopting a new vision of their students as individuals who can make choices, acquire knowledge and skills, and achieve a fulfilling life. (Contains 1 figure, 2 tables, and 19 references.) (SLD)

Descriptors: *Disadvantaged Youth; Diversity (Student); Elementary Secondary Education; Family Relationship; *High Risk Students; Peer Relationship; * Resilience (Personality); *Self Esteem; Teacher Expectations of Students; *Teaching Methods; Urban Schools; *Urban Youth

ED413054 PS025875

Developing Resiliency in Young Children.

Seng, SeokHoon

1997

12p.; Paper presented at the Asian Workshop on Child and Adolescent Development (9th, Brunei, September 22-25, 1997).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: Singapore

Journal Announcement: RIEMAR98

Resilience is a universal capacity that allows a child to prevent, minimize, or overcome the damaging effects of adversity. The construct of resiliency, the combination of protective factors that result in resilience, was addressed by the International Resilience Project (IRP), which set out to explore what parents, caregivers, teachers or children can do that seems to promote resilience in children. Protective factors noted include the dispositional attributes of the individual, family attributes, and school and community environment. The IRP determined that children overcome adversity by drawing on three sources of resilience, labeled "I have," "I am," "I can." To test these resilience features, 39 children in a Singapore primary school were given an adapted version of the Child's Perception of Resilience Checklist, as used in the IRP. The study determined that it is possible to draw a common set of resilience factors in a particular cultural setting to promote resilience in children, and that a number of strong resilience factors were shown; however, while the children do use resilience-promoting behaviors, these depend largely on the individual situation. The results reinforce the role of family and school as protective factors for the developing child. (JPB)

Descriptors: *Coping; Defense Mechanisms; *Early Experience; Emotional Adjustment; Foreign Countries; Parent Role; *Personality Traits; *Resilience (Personality); School Role; Self Esteem; *Social Adjustment; Well Being; *Young Children

Identifiers: Singapore

ED414548 CG028211

Risk and Resilience in Infants and Young Children.

Egeland, Byron

1997

14p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Minnesota

Many children who are born into poverty face increased challenges. But different factors can ameliorate such risks and some findings on resilience and protective factors are reported in this paper. The data are based on the Parent-Child Project, a 22-year study of high-risk children. The focus is on protective factors identified in the first three years of life. Emphasis is placed on the role of mother-infant attachment and on the prevention and intervention programs that were designed to enhance the attachment relationship. Assessments of adaptation and competence were based on an organizational view of development and protective factors were identified by examining the relationship between adversity experienced by the child and later child developmental adaptation. Findings suggest that a secure attachment in infancy, along with good quality parenting, particularly emotionally responsive caregiving, and good quality parent-child relationship in the toddler and preschool period serve as major protective factors against the negative effects of various childhood adversities. The implications from these findings are that future prevention/intervention efforts

with young children need to focus more on the emotional aspects of parenting young children. (RJM)

Descriptors: At Risk Persons; *Attachment Behavior; Child Development; Infant Care; *Infants; Longitudinal Studies; *Parent Child Relationship; Poverty; Preschool Education; *Resilience (Personality); *Risk; *Toddlers
Identifiers: *Protective Factors

ED412465 CG028114

Effects of Divorce on Children, Traits of Resiliency and School Intervention.

Ackerman, Betty J.

1997

58p.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Kansas

Journal Announcement: RIEMAR98

Gaining an awareness of the needs of children of divorce and how children achieve resilience should help students become well-adjusted and productive. This paper explores ways in which school systems and school counselors can meet the needs of these children. It portrays the effects of divorce on children by drawing on the literature, observations by educators, and support group efforts. Some of the effects of divorce include diminished self-esteem, self-image, and coping skills. Such children tend to be withdrawn, aggressive, and have trouble concentrating. The study focuses on current efforts in the schools to help children of divorce and explores the needs of these children during and after divorce. It examines whether peer mediation can help these children and what administrators and staff can do. Suggestions are presented of ways in which educators can encourage children of divorce to lead secure and productive lives; some characteristics of resilient children are also detailed. Intervention programs for these children can include group therapy, peer therapy, classroom meetings, individual counseling, and play therapy. It is noted that proper evaluation is an important component of these programs. Contains 27 references. (RJM)

Descriptors: Adolescents; Children; *Divorce; Elementary Secondary Education; Family Problems; *Intervention; Peer Counseling; Pupil Personnel Services; * Resilience (Personality); School Counseling; *Student Attitudes
Identifiers: Divorce Effects

ED419856 UD032329

Fostering Educational Resilience in Inner-City Schools. Publication Series No. 4.

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.; National Research Center on Education in the Inner Cities, Philadelphia, PA.

1997

24p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Report No: L97-4

Available From: Electronic version: http://www.temple.edu/LSS

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEOCT98

This paper provides an overview of the research base on fostering educational resilience among children whose circumstances place them at risk of educational failure— particularly in inner-city communities. The purpose of this paper is twofold: (1) to provide an overview of the research base on fostering educational resilience among children whose circumstances place them at risk of educational failure and (2) to describe educational practices that are resilience-promoting and their implications for student development and learning success. A previous research synthesis (M. Wang, G. Haertel, and H. Walberg, 1994) identified 7 characteristics of the learner and 22 characteristics of the home, classroom, and community contexts that influence student learning. The research base of studies on each of these context categories is discussed. Findings from a long-term program of research on resilience development at the National Center on Education in the Inner Cities, a program that encompasses a range of studies, show

characteristics of resilient learners and characteristics of inner-city classrooms that promote educational resilience. Enabling conditions that result in high levels of student engagement include an orderly and safe campus, student-centered and highly responsive classroom learning environments with well-structured classroom management systems, site-specific and ongoing professional development, and parents with high educational aspirations for their children. Findings from a recent meta-analysis support inclusive practices for children with special needs. The restructuring of curriculum and service delivery, combined with the creation of inclusive, stable, supportive learning environments, and increased access to family, school, and community resources can promote the healthy development and learning success of students at risk of school failure. (Contains 1 table, 1 figure, and 35 references.) (SLD)

Descriptors: *Disadvantaged Youth; Diversity (Student); Educational Research; Elementary Secondary Education; Family Relationship; *High Risk Students; Inner City; Peer Relationship; *Resilience (Personality); *Self Esteem; Teacher Expectations of Students; Teaching Methods; Urban Schools; *Urban Youth

ED415481 CG028287

Positive Outcomes among School-Age Mothers: Factors Associated with Postponing a Second Teenage Birth.

Manlove, Jennifer; Mariner, Carrie; Romano, Angela

1997

49p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUN98

Recent research has identified several long-term negative life outcomes associated with teenage childbearing for parents and their children. To better understand teen births, data from the National Education Longitudinal Study of 1988 were used to examine factors associated with a second teen birth or a closely spaced second teen birth within 24 months. Results of this study are reported here. Out of a sample of 589 teen mothers, 34.5% had a second birth at any point in their teens, and among a sub-sample of young teen mothers (n=475, under age 18 at first birth), 27.6% had a closely spaced second teen birth. Factors associated with postponing a second teen birth included characteristics measured prior to the first birth (race/ethnicity and school type), at the time of the first birth (age at first birth, dropout status and marital status), and after the first birth (living situation, child care support, and educational and employment status). Among the full sample, younger teens were more likely to have a second birth at any point. Teen mothers who were involved in educational activities or (among older mothers) employment activities, even part-time, were more likely to postpone a second teen birth. (RJM)

Descriptors: *Adolescents; *Early Parenthood; Family Planning; Females; High Risk Students; Longitudinal Studies; *Mothers; Parent Influence; Peer Influence; *Pregnant Students; Resilience (Personality); *Resistance to Temptation; Secondary Education; Unwed Mothers

Identifiers: National Education Longitudinal Study 1988

ED410337 UD031830

Social and Emotional Adjustment and Family Relations in Ethnic Minority Families.

Taylor, Ronald W., Ed.; Wang, Margaret C., Ed.

1997

239p.

ISBN: 0-8058-2156-2

Available From: Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430 (paperback: ISBN-0-8058-2156-2; clothbound: ISBN-0-8058-2155-4). Document Not Available from EDRS.

Document Type: BOOK (010); COLLECTION (020); EVALUATIVE REPORT (142)

Geographic Source: U.S.; New Jersey

Taking its departure from a conference hosted by the National Center on Education in

the Inner City (Temple University, Philadelphia, Pennsylvania), this collection considers developing a research base for preventive and intervention-oriented efforts to foster resilience and educational success for minority students from disadvantaged backgrounds. Emphasized in these selections are the influences that mediate the negative impact of the environments of disadvantaged youth. The following chapters are included: (1) "Introduction: The Resilience Phenomenon in Ethnic Minority Adolescent Development" (Edmund W. Gordon); (2) "The Impact of Poverty and Low Socioeconomic Status on the Socioemotional Functioning of African-American Children and Adolescents: Mediating Effects" (Vonnie C. McLoyd); (3) "The Effects of Economic and Social Stressors on Parenting and Adolescent Adjustment in African-American Families" (Ronald D. Taylor); (4) "Why Are People Poor? Social Conditions and Adolescents' Interpretations of the Social Contract" (Constance A. Flanagan, Patreese Ingram, Erika M. Gallay, and Erin E. Gallay); (5) "The American Indian Child: Victims of the Culture of Poverty or Cultural Discontinuity?" (Ardy Sixkiller Clarke); (6) "Parents and Peers in the Lives of African-American Adolescents: An Interactive Approach to the Study of Problem Behavior" (Craig A. Mason, Ana Marie Cauce, and Nancy Gonzales); (7) "Educational and Occupational Aspirations and Expectations among Parents of Middle School Students of Mexican Descent: Family Resources for Academic Development and Mathematics Learning" (Ronald W. Henderson); (8) "Attitudes toward Sexuality and Sexual Behaviors of Asian-American Adolescents: Implications for Risk of HIV Infection" (Connie Chan); (9) "African-American Adolescents and Academic Achievement: Family and Peer Influences" (Melvin N. Wilson, Deanna Y. Cooke, and Edith G. Arrington); (10) "Racial and Economic Segregation and Educational Outcomes: One Tale, Two Cities" (William L. Yancey and Salvatore J. Saporito); (11) "Developmental Considerations of Gender-Linked Attributes during Adolescence" (Dena Phillips Swanson and Margaret Beale Spencer); and (12) "Determinants of Student Educational Expectations and Achievement: Race/Ethnicity and Gender Differences" (Leo C. Rigsby, Judith C. Stull, and Nancy Morse-Kelley). Each chapter contains references. (Contains 7 figures and 28 tables.) (SLD)

Descriptors: *Adjustment (to Environment); Black Students; *Disadvantaged Youth; Economic Factors; Educational Research; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Low Income Groups; *Minority Groups; Poverty; *Resilience (Personality); Social Influences; Socioeconomic Status; Tables (Data); *Urban Schools

Identifiers: African Americans; Hispanic American Students

ED402367 UD031382

Fostering Resilience and Learning Success in Schools: 20/20 Analysis. Spotlight on Student Success No. 101.

Reynolds, Maynard

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

[1996]

4p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Available From: Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA 19122; phone: 1-800-892-5550; e-mail: lss@vm.temple.edu; http://www.temple.edu/departments/LSS.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

There are many difficulties in categorical programs for students with special needs as they are currently implemented. The technique of 20/20 Analysis is a simple and effective method of developing an integrative service delivery system in which students who show the least and most progress on significant outcome variables receive intensive study and instruction. The analysis consists of a two-phased process. In the initial phase, teachers and administrators select an area of learning and assess the achievement of students within that area using existing data. Achievement levels for students below the 20th

percentile, or above the 80th, are identified as "low 20" or "high 20" groups for whom curriculum adaptation or intensive instruction are needed. This analysis provides a systematic outcome-based approach to meeting special needs of students. It allows for a reliable and cost-effective way to identify service needs as it undoes the current practice of labeling children. Focusing on the individual needs of students and promoting collaboration among professionals are benefits of 20/20 Analysis. Research results from elementary schools in a large urban district show that 79% of those children labeled as special education students and almost all in Chapter 1 program were in the "low 20." These results are predictive of the usefulness of 20/20 analysis. Three related publications are listed. (SLD)

Descriptors: *Academic Achievement; Categorical Aid; Compensatory Education; Delivery Systems; Elementary Education; *Elementary School Students; Equal Education; *Evaluation Methods; *Needs Assessment; Program Development; Program Implementation; Research Methodology; Special Education; *Urban Schools

Identifiers: *20 20 Analysis; *Resilience (Personality)

ED419584 PS026437

The International Resilience Project Findings from the Research and the Effectiveness of Interventions.

Grotberg, Edith H.

1996

12p.; Paper presented at the Annual Convention of the International Council of Psychologists (54th, Banff, Canada, July 24-28, 1996).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEOCT98

This article discusses the nature of resilience in children, means to measure and verify it, and attempts to promote it through education; it also describes a study of parental, teacher and caregiver efforts to promote resilience in children. The International Resilience Project examined resilience factors children and their parents use in response to constructed situations of adversity and the developmental differences in acquiring this trait. In this study, 589 children ranging in age from under 3 years to 11 years old and their parents or caregivers responded to a sample situation involving a parent and child. Subjects were from 14 countries experiencing cultural change or war. While an insignificant number of children under age 3 responded, of the children in the other 2 age groups, younger children showed less resilience in their responses than older children. Evidence of resilience-promoting behavior was found to be almost equal across parents in each age group. The article discusses reports of personal experiences in addressing adversity drawn from the study. Based on the study's findings, the article presents suggestions for effective interventions to encourage resilience in children. Resilience features are classified into three phrases. Examples of three phases are: I HAVE people around me I trust and who love me, no matter what; I AM a person people can like and love; I CAN talk to others about things that frighten me or bother me. Other sample statements using these phrases are provided. (Contains 16 references.) (JPB)

Descriptors: Caregiver Role; *Coping; Foreign Countries; *Parent Role; *Personality Development; *Personality Traits; Preadolescents; *Resilience (Personality); Self Esteem; Well Being; Young Children

Identifiers: International Resilience Project

ED417860 PS026438

Resilience and Culture/Ethnicity Examples from Sudan, Namibia, and Armenia.

Grotberg, Edith H.

1996

11p.; Paper presented at the Annual Convention of the International Council of Psychologists (55th, Padua, Italy, July 21-23, 1997).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAUG98

This study examined cultural/ethnic similarities and differences in ways to promote resilience in children identified in the International Resilience Research Project (IRRP), focusing on Sudan, Namibia, and Armenia. Child resilience was assessed through the child's responses to a hypothetical situation in which a child is teased and frightened by older students and then tells her mother she is ill and cannot attend school. Findings indicated that there were cultural similarities and differences in resilience promotion. Sudanese parents encouraged a sense of autonomy and confidence, Namibian parents expressed love but stressed the need to be responsible, and Armenian parents provided a loving trusting relationship, encouraged autonomy with support as needed, and showed empathy and built confidence. The relative absence of expressing love and empathy in Sudan when children had problems suggested a greater emotional detachment than in the other two countries. Parents and children from each site focused on communication skills and problem solving. Children in Sudan and Namibia solved their own problems by seeking help outside the family or solving the problem alone; in Armenia the interaction between parents and children continued over the course of resolving the problem. Parent actions preventing resilience were similar in each country and occurred in about 30 percent of the responses. The large percentage of children receiving little or no help or support suggests the extent of the need for the promotion of resilience in children. (Contains 11 references.) (Author)

Descriptors: Child Rearing; *Children; Coping; *Cultural Differences; *Cultural Influences; Foreign Countries; Mental Health; Parent Child Relationship; Parenting Skills; *Personality Traits; *Resilience (Personality)

Identifiers: Armenia; Ethnic Differences; *International Resilience Project; Namibia; Sudan

ED414355 UD032014

Strategies for Improving Education in Urban Communities. A Collection of Articles in Honor of Edmund W. Gordon and Maynard C. Reynolds.

Wang, Margaret C., Ed.; Walberg, Herbert J., Ed.

National Research Center on Education in the Inner Cities, Philadelphia, PA.

1996

319p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC13 Plus Postage.

Document Type: BOOK (010); COLLECTION (020); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAPR98

This collection, which was prepared to honor Edmund W. Gordon and Maynard C. Reynolds for their leadership at the Temple University Center for Research in Human Development and Education, represents the work of researchers from the Center on Education in the Inner Cities. It is organized around the four themes of educational resilience, student diversity, school-family-community connections, and ecological and contextual influences on children in inner cities. The following are included: (1) "Educational Resilience in Inner Cities" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (2) "Influence of Kinship Social Support on the Parenting Experiences and Psychosocial Adjustment of African-American Adolescents" (Ronald D. Taylor, Robin Casten, and Susanne M. Flickinger); (3) "Turning around Five At-Risk Elementary Schools" (H. Jerome Freiberg, Neil Prokosch, Edward S. Treister, and Terri Stein); (4) "Investigating the Pedagogy of Poverty in Inner-City Middle-Level Classrooms" (Hersholt C. Waxman, Shwu-Yong L. Huang, and Yolanda N. Padron); (5) "Serving Students at the Margins" (Margaret C. Wang, Maynard C. Reynolds, and Herbert J. Walberg); (6) "Organizing Schools into Small Units: The Case for Educational Equity" (Diana Oxley); (7) "A School-University Partnership Working toward the Restructure of an Urban School and Community" (Andrea G. Zetlin and Elaine MacLeod); (8) "The Changing Politics of Federal Education Policy and Resource Allocation" (Kenneth K. Wong); (9) "Parent Programs: Past, Present, and Future" (Aquiles

Iglesias); (10) "The Effectiveness of Collaborative School-Linked Services" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (11) "Coordinated Services for Children: Designing Arks for Storms and Seas Unknown" (Robert L. Crowson and William L. Boyd); (12) "Determinants of Student Educational Expectations and Achievement: Race/Ethnicity and Gender Differences" (Leo C. Rigsby, Judith C. Stull, and Nancy Morse-Kelly); (13) "The Macroecology of Educational Outcomes" (David W. Bartelt); (14) "Racial and Economic Segregation and Educational Outcomes: One Tale—Two Cities" (William L. Yancey and Salvatore J. Saporito); and (15) "Post-Secondary Employment and Education Status of Inner-City Youth: Conventional Wisdom Reconsidered" (William Stull and Michael Goetz). Each selection contains references. (Contains 35 tables.) (SLD)

Descriptors: Context Effect; Disadvantaged Youth; *Diversity (Student); *Educational Improvement; Elementary Secondary Education; Equal Education; Family School Relationship; High Risk Students; *Inner City; Low Income Groups; Partnerships in Education; Poverty; *Resilience (Personality); Urban Areas; *Urban Schools

ED411331 UD031862

Is Youth Violence Just Another Fact of Life? Some Kids Resilient; Some Kids at Risk. Clarifying the Debate: Psychology Examines the Issues.

American Psychological Association, Washington, DC.

1996

13p.; A joint project of the APA Office of Public Communications and the Office of Public Policy.

Available From: American Psychological Association, 750 First Street, N.E., Washington, DC 20002.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN98

Psychological research has demonstrated that violence is learned, and it has identified some factors that put children at risk of perpetrating or being victimized by violence. Because aggression is often learned at an early age, prevention programs that start early in childhood and continue throughout adolescence have the best chance for success. Some children demonstrate resilience, almost from birth, that protects them from becoming violent or that makes them less vulnerable to the effects of violence. Psychological research suggests that resilience can be cultivated by early experiences that counter the negative effects of violence. These experiences, which include positive role models and events that develop self-esteem and hope for the future, promote a sense that one is in control of one's own life and can cope with whatever may happen. Research has indicated that exposure to televised violence is one of the significant causes of violence in our society. Exposure through television is but one of the ways violence is taught, but in any case, the process by which violence is taught is circular, beginning with the family and coming home to the next generation. Youth violence prevention programs must start early, educate parents and other caregivers, consider the spectrum of antisocial behavior, and include numerous components of the child's environment. (Contains 14 references.) (SLD)

Descriptors: *Aggression; *Early Intervention; Elementary Secondary Education; Family Influence; High Risk Students; Prevention; Program Development; *Resilience (Personality); Role Models; *School Safety; Self Esteem; Urban Schools; Victims of Crime; *Violence

ED402143 RC020848

Out of Sight, Out of Mind: Homeless Children and Families in Small-Town America.

Vissing, Yvonne M.

1996

283p.

ISBN: 0-8131-1943-X

Available From: University Press of Kentucky, 663 S. Limestone St., Lexington, KY

40508-4008 (cloth: ISBN-0-8131-1943-X, $39.95; paper: ISBN-0-8131-0872-1, $16.95).

Document Not Available from EDRS.

Document Type: BOOK (010); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEAPR97

Homelessness in small towns and rural areas is on the rise, and a substantial portion of the rural homeless consists of families with children. This book draws on interviews and case studies of over 300 homeless children and their families, primarily in New Hampshire, and on supporting statistics to provide individual and sociological perspectives on homelessness. Chapter 1 discusses problems in identifying homeless children and families in rural areas; the inadequacy of the term "homeless" for describing the rural experience; estimates of the extent of the problem; and the particular risks of homelessness for young families, single mothers, "independent" teenagers, and teens who grow up in foster care. Chapter 2 examines how personal and marital problems combined with economic and social forces beyond the family's control can push a family into homelessness. Chapters 3 and 4 describe the impact of homelessness on physical and mental health. Chapter 5 discusses educational implications of homelessness: denial of education to transient students, learning difficulties that result from lack of a place to sleep or study, the need for schools to provide extra help, and the determination and resilience of some homeless children who recognize school as their only lifeline. Chapters 6-8 examine the roots of homelessness in public policy, economic change, lack of affordable rural housing, and inadequate human services in rural areas. Chapter 9-11 provide a framework for understanding rural homelessness and discuss ways to promote community action. Appendices include a student essay, "My Wild Gypsy Life" (Yanali LaHaine), and a summary outline of the causes of rural family homelessness. Contains over 400 references, an index, and photographs. (SV)

Descriptors: *Children; Child Welfare; Community Action; Demography; Elementary Secondary Education; Family Health; *Family Problems; High Risk Students; *Homeless People; Housing Deficiencies; Human Services; *Poverty; Rural Areas; *Rural Family; Rural Youth; *Small Towns; Social Problems; Transient Children; Unemployment

Identifiers: New Hampshire; Resilience (Personality); Working Poor

ED401368 UD031366

Fostering Resilience among Children at Risk of Educational Failure.

Wang, Margaret C.

National Research Center on Education in the Inner Cities, Philadelphia, PA.

Aug 1996

14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAR97

The design and implementation of a broad-based intervention program for students at risk of school failure are described, and implications are drawn for efforts to improve the education of at risk children. The Learning City Program uses state-of-the-art research to create a facilitating environment in which the continuous development of children and youth is at the center of economic and community revitalization efforts that will be sustainable over time. The delivery system that supports the implementation of the Learning City Program includes these key components: (1) a site-specific plan that takes the school's needs into account; (2) a schoolwide organizational structure that supports a teaming process for regular and specialist teachers; (3) a data-based staff development program for ongoing training and technical assistance; (4) an instructional-learning management system that focuses on student self-responsibility; (5) an integrated assessment-instruction process; (6) a family and community involvement plan; and (7) a school-

linked comprehensive health and human services delivery program. The delivery framework of the Learning City Program mandates a coherent and coordinated approach with rooted connections with the family and community in the service of students. (Contains five references.) (SLD)

Descriptors: Ancillary School Services; *Children; Disadvantaged Youth; Educational Assessment; *Educational Change; Educational Environment; Elementary Secondary Education; *High Risk Students; Integrated Activities; *Parent Participation; Personality Traits; Program Development; Staff Development; Student Responsibility; *Urban Schools

Identifiers: *Resilience (Personality)

ED398315 UD031126

Comparing Learning Environments of Resilient and Nonresilient Asian American Students.

Huang, Shwu-yong L.; Waxman, Hersholt C.

Apr 1996

23p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 8-12, 1996).

Sponsoring Agency: Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Resilient Asian American students, who have shown outstanding performance and achievement in spite of adverse life conditions in urban schools, were compared with nonresilient, or marginal, students who have not done well academically. The focus was on the students' perceptions of their learning environments in mathematics. Other background variables were also considered. A stratified random sampling technique was used to select 180 resilient and 180 nonresilient Asian American students from the students at 6 urban middle schools in a multicultural district in the southern United States. Three standardized instruments, the Multidimensional Motivational Instrument, the Classroom Environment Scale, and the Instructional Learning Environment Questionnaire were adopted for use in this study. The social psychological dimensions of the learning environment differed significantly between the resilient and nonresilient students. Resilient students were more attentive in mathematics instruction and classroom activities, and were more attached to classmates than nonresilient students. They exhibited significantly greater intrinsic desire to succeed and earn good grades, and they expected to do well. Parents of both resilient and nonresilient students in this study appeared to be equally interested and involved. Although the majority of these students spoke a language other than English before starting school, this did not appear to be a factor in their resilience. (Contains 4 tables and 52 references.) (SLD)

Descriptors: Academic Achievement; *Asian Americans; Attention; Disadvantaged Youth; *Educational Environment; Intermediate Grades; Junior High Schools; Learning; Limited English Speaking; Mathematics; Middle Schools; *Minority Groups; *Student Attitudes; *Urban Schools

Identifiers: *Asian American Students; Middle School Students; *Resilience (Personality)

ED403336 UD031444

Fostering Resilience and Learning Success in Schools: The Learning City Program. Spotlight on Student Success. No. 102.

Wang, Margaret C.; Oates, Jane

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

[1995]

4p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Available From: Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA, 19122; phone: 800-892-5550; e-mail: lss@vm.temple.edu; http://www.temple.edu/departments/LSS

EDRS Price - MF01/PC01 Plus Postage.
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Pennsylvania
The Learning City Program (LCP), based on research at the National Center on Education in the Inner Cities, was developed to promote the radical improvement of learning in city schools by linking schools with other learning environments, including homes, libraries, museums, the workplace, institutions of higher learning, and other public and private sector establishments. Fostering educational resilience through the LCP is supported by a delivery system that provides organizational and professional development support for achieving a high degree of implementation at school and classroom levels. LCP has been implemented at a middle school and elementary school in Philadelphia (Pennsylvania) and an elementary school in Houston (Texas). The LCP program focuses on student achievement, patterns of active learning and teaching, and positive attitudes of students and teachers. One of the implications that can be drawn from the work of the LCP so far is that program implementation must be a shared responsibility of all stakeholders at the grassroots level. It is also apparent that programs that work in one city can be models for others. For this reason, ways to share research information and experience must be developed. (Contains five references.) (SLD)
Descriptors: *Academic Achievement; *Delivery Systems; Disadvantaged Youth; Elementary Secondary Education; Models; *Partnerships in Education; *Program Implementation; Shared Resources and Services; Student Attitudes; Teacher Attitudes; *Urban Schools
Identifiers: *Resilience (Personality); Stakeholders

ED390972 UD030776
Nurturing Urban Adolescents' Motivation To Learn: A Teacher's Strategies and His Students' Perceptions.
Kinney, David A.; And Others
Research for Better Schools, Inc., Philadelphia, Pa.
Aug 1995
29p.; Paper presented at the Annual Meeting of the American Sociological Association (Washington, DC, August 1995).
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC. Contract No: RP91002004
EDRS Price - MF01/PC02 Plus Postage.
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Despite the critical failure of many urban schools to educate poor children and children of color, there are examples of schools and teachers who help students meet challenging academic standards in a supportive, culturally responsive, and empowering context. This paper represents one such success story of a teacher's efforts to nurture his students' motivation to learn, to build on their strengths, and to create a strong sense of future among them. Student and teacher interviews and frequent observations resulted in the identification of several strategies the teacher consistently used to tap into his students' natural motivation, to foster resilience, and to translate their strengths into marketable skills. The paper also highlights students' perceptions and interpretations of their classroom experiences to delineate those instructional activities that motivate and inspire them. (Contains 26 references.) (Author/SLD)
Descriptors: Academic Achievement; *Adolescents; Disadvantaged Youth; Educational Environment; High Risk Students; Poverty; Secondary Education; *Secondary School Teachers; Self Esteem; Student Attitudes; *Student Motivation; *Teaching Methods; *Urban Schools; Urban Youth
Identifiers: *Resilience (Personality)

ED389807 UD030726
Educational Resilience: An Emergent Construct. Publication Series #95-10.
Wang, Margaret C.; And Others
Temple Univ., Philadelphia, PA. National Education Center on Education in the Inner Cities.
1995
36p.; Paper presented at the Annual Meeting of the American Educational Research

Association (San Francisco, CA, April 18, 1995).

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Psychological theory holds that resilient infants, children, and youth can do well even in adverse circumstances. Corroborative research in preventive psychopathology, longitudinal cases of resilient development, and effective education suggests an ecological framework that organizes findings and can help guide research on educational resilience within the contexts of the home, school, and community. Protective and adverse factors and indicators of each can be identified for each context. The framework integrates literature on educational and psychological conditions and programs that may be altered for increased learning and constructive development. It suggests improved practices and collaborative roles for educators, parents, and psychologists that seem likely to promote educational resilience. (Contains 1 table and 116 references.) (Author)

Descriptors: *Child Development; *Disadvantaged Youth; Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Models; *Parent Participation; Parent Role; School Effectiveness; *Teacher Role; *Urban Schools; Urban Youth

Identifiers: *Resilience (Personality)

ED389806 UD030725

Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience—Promoting Strategies. Publication Series #95-9.

Wang, Margaret C.; Kovach, John A.

Temple Univ., Philadelphia, PA. National Education Center on Education in the Inner Cities.

1995

20p.; Paper presented at a Conference of the Urban Education National Network of the Regional Educational Laboratories (Washington, DC, May 5, 1995).

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAPR96

The impact of the changing macroecological characteristics of cities on school performance is explored, and what can be done to reduce the achievement shortcomings among urban students from ethnic and language minority backgrounds is considered. The increase in residential segregation and thereby educational segregation in urban schools is as much an economic as a social response to the decentralization of cities and the changing urban economic order. These changes, taken together, translate into a marked achievement gap between urban schools and the national norms. School success can be promoted by fostering resilience among urban youth. Two major guidelines derived from research and experience have received increasing attention for potentially reducing the risk factors associated with urban life. One is forging greater school connections with families and the community to support resilience development and student learning. The other is reducing educational segregation within the schools and implementing responsive and powerful instructional practices to ensure the learning success of every student. Specific strategies are presented to make the public schools inclusive and integrated. (Contains 48 references.) (SLD)

Descriptors: *Academic Achievement; *At Risk Persons; De. entralization; Economic Factors; Elementary Secondary Education; Ethnic Groups; Family School Relationship; School Community Relationship; *School Segregation; Teacher Expectations of Students; *Teaching Methods; Urban Areas; Urban Problems; *Urban Schools; Urban Youth

Identifiers: *Language Minorities; *Resilience (Personality)

ED387569 UD030634

Growth in the Muddle of Life. Resilience: Building on Other People's Strengths. ICCB Series.

Vanistendael, Stefan

International Catholic Child Bureau, Geneva (Switzerland).

1995

47p.; This document has been translated into French, Spanish, and Dutch.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: Switzerland

Resilience is the capacity of a person to do well facing difficult conditions in life. This implies capacities of resistance and of positive construction. Discovering the ways to contribute to resilience in children can begin with examination of resilient children. Research has suggested five interlinking bases for resilience: (1) social support networks based on the unconditional acceptance of the child as a person; (2) capacity to discover meaning in life, including spiritual life and religion; (3) skills and the feeling of having some control over what happens in life; (4) self-esteem; and (5) sense of humor. Resilience is built in a variety of areas in interaction and always develops in a concrete context of local circumstances and culture that must be taken into account in any efforts to build resilience. Whether the perspective is that of social policy or religious initiative, building resilience benefits the child and the child welfare worker. (Contains 17 references.) (SLD)

Descriptors: Affective Behavior; *Child Development; Child Welfare; Cognitive Processes; *Cultural Differences; Foreign Countries; Life Events; Locus of Control; *Personality Traits; *Self Esteem; *Social Support Groups

Identifiers: *Resilience (Personality)

ED385810 CG026401

Profile of Behaviorally Resilient Adolescents: Confirmation and Extension.

Gordon, Kimberly A.; And Others

27 Mar 1995

20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

This study compared resilient adolescents to their non-resilient peers to assess the students' relative risk for engaging in behavioral, affective, somatic/health, and nutritional risks. Data was collected in the form of a self-administered Health Behaviors questionnaire from junior high school students (n=1,394) in grades 7-9, in two different schools. Results showed that the resilient subjects' behaviors and emotions differed significantly from those of their non-resilient peers. Further, the general pattern is such that it supports the conclusion that resilient adolescents engage in less psychosocially at-risk behaviors. At the same time, however, they are not as free from troublesome behavior and emotions as their normal peers. Two tables are included at the end of this document which provide comparisons and odds ratios of resilient subjects to non-resilient subjects. Contains 26 references. (SR)

Descriptors: Anxiety; Depression (Psychology); *Early Adolescents; *High Risk Students; *Interpersonal Competence; Junior High Schools; Questionnaires; Self Esteem; Self Evaluation (Individuals); Social Behavior; Student Behavior

Identifiers: *Resilience (Personality)

ED383424 PS023191

The International Resilience Project: Promoting Resilience in Children.

Grotberg, Edith H.

Alabama Univ., Birmingham. Civitan International Research Center.

[1995]

56p.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Alabama

The International Resilience Project was intended to determine the multidimensional,

reciprocal, and dynamic factors--and relationships of factors- -that parents, teachers, caregivers, and children themselves use to promote resilience in children. The samples were 589 children and their caregivers from 14 countries: Lithuania, Russia, Costa Rica, Czech Republic, Brazil, Thailand, Vietnam, Hungary, Taiwan, Namibia, Sudan, Canada, South Africa, and Japan. The ages of the children coincided with the first two of Erikson's developmental stages. Fifteen situations were developed, and adults and children's responses were measured. The major findings include the following: (1) resilience-promoting behavior is consistent with the familiarity of a situation; (2) younger children have a lower frequency of resilience-promoting responses than do older children or adults; (3) reports of a personal experience correlated with a higher percentage of resilience responses; and (4) more than half the responses showed no or only partial use of resilience factors. (Checklists for children's perceptions of resilience are included, and demographic data from 14 countries are appended.) (WP)

Descriptors: Adults; Age Differences; Child Caregivers; Childhood Attitudes; *Child Psychology; Cross Cultural Studies; *Developmental Psychology; Familiarity; Foreign Countries; *Interpersonal Competence; *Socialization; Surveys

Identifiers: Erikson (Erik); International Resilience Project; *Resilience (Personality)

Journal Articles

EJ568595 EC619344

Cultural Factors Enhancing Resilience and Protecting against Maladjustment in African American Adolescents with Mild Mental Retardation.

Frison, Sonja L.; Wallander, Jan L.; Browne, Dorothy

American Journal on Mental Retardation, v102 n6 p613-26 May 1998

ISSN: 0895-8017

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR99

The culturally relevant factors of ethnic identification, intergenerational support, and church support were investigated in relation to high-risk exposure on maladjustment in 147 urban African-American adolescents with mild mental retardation. The factors were associated with better adjustment and ethnic identification, which appeared to protect the adolescents against maladjustment. (Author/CR)

Descriptors: Adolescents; At Risk Persons; Behavior Problems; *Black Youth; *Church Role; Emotional Adjustment; Emotional Problems; *Ethnicity; *Family Relationship; *Mild Mental Retardation; Predictor Variables; Racial Identification; Resilience (Personality); *Social Adjustment; Social Support Groups; Urban Youth

Identifiers: *African Americans

EJ568621 EC619392

A Demonstration of Resilience.

Miller, Maurice; Fritz, Marie F.

Intervention in School and Clinic, v33 n5 p265-71 May 1998

ISSN: 1053-4512

Document Type: NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR99

Target Audience: Practitioners; Teachers

The resilience that individuals who have learning disabilities can demonstrate is highlighted through a case study. Examples from a student's description of his school history illuminate resilience themes. The article culminates in a list of things teachers can do to instill resilience in their students. (Author/CR)

Descriptors: Case Studies; *Coping; Elementary Secondary Education; *Learning Disabilities; *Resilience (Personality); *Self Concept; *Student Empowerment; *Teacher Student Relationship; Teaching Methods

EJ568347 CG552395

Psychological Adjustment and Coping Styles of Urban African American High School Students.

Steward, Robbie J.; Jo, Han Ik; Murray, Darrick; Fitzgerald, William; Neil, Douglas; Fear, Frank; Hill, Martin

Journal of Multicultural Counseling and Development, v26 n2 p70-82 Apr 1998
ISSN: 0883-8534
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR99
Studies 208 African-American urban high school students. Grade point average (GPA) and specific strategies for coping with day-to-day stressors were found to be significantly related to psychological adjustment. Students who had higher GPAs tended to use family members as means of solving problems, minimized problems by use of humor, and used relaxation activities less often were found to have the most positive psychological adjustment. (Author/MKA)
Descriptors: Adjustment (to Environment); *Black Students; *Coping; Family Relationship; Grade Point Average; *High School Students; High Schools; Humor; Resilience (Personality); *Urban Youth
Identifiers: *African Americans

EJ567229 CG552360
Protective and Risk Effects of Peer Relations and Social Support on Antisocial Behaviour in Adolescents from Multi-Problem Milieus.
Bender, Doris; Losel, Friedrich
Journal of Adolescence, v20 n6 p661-78 Dec 1997
ISSN: 0140-1971
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB99
Explores the relationship between antisocial behavior and social resources in a two-year longitudinal study of 100 high-risk adolescents (N=146) in a residential foster care facility. Risk factors and protective functions of variables are discussed, along with theoretical implications and methodological problems. (EMK)
Descriptors: Adolescent Development; Adolescents; *Antisocial Behavior; *At Risk Persons; *Delinquency Prevention; Foster Children; Longitudinal Studies; Peer Relationship; *Resilience (Personality); Secondary Education; *Social Networks

EJ567228 CG552359
Behaviour Problems and Relationships with Family and Peers during Adolescence.
Buysse, W. H.
Journal of Adolescence, v20 n6 p645-59 Dec 1997
ISSN: 0140-1971
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB99
Using a socio-ecological perspective, examines the influences of adolescents' social networks, personal resources, and environmental risks on adolescents' behavior problems across three samples of youth (N=155). Findings show that social support can operate as a protective agent or as a risk factor, depending on other characteristics of subsystems involved. (EMK)
Descriptors: Adolescent Development; Adolescents; *Antisocial Behavior; At Risk Persons; *Behavior Problems; *Family Relationship; *Peer Relationship; Resilience (Personality); *Social Development; Social Networks; Youth Problems

EJ567226 CG552357
Parent-Child Relationships as a Protective Factor in Preventing Adolescents' Psychosocial Risk in Inter-Racial Adoptive and Non-Adoptive Families.
Rosnati, Rosa; Marta, Elena
Journal of Adolescence, v20 n6 p617-31 Dec 1997
ISSN: 0140-1971
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB99
Compares relationships in adoptive and non-adoptive families (N=253) containing late-adolescents and examines family member roles in preventing adolescents' psychosocial risk. Results suggest a different relational configuration between family types. The father/child relationship and the mother/child relationship play different roles in preventing maladjustments. (EMK)
Descriptors: *Adjustment (to Environment); *Adolescent Development; Adolescents; *Adopted Children; Adoptive Parents; At Risk Persons; Comparative Analysis; *Parent Child

Relationship; Resilience (Personality); *Transracial Adoption

Identifiers: Adoption Insights

EJ560574 CG551790

Families with an Adult with Mental Retardation: Empirical Family Typologies.

Lustig, Daniel C.

Rehabilitation Counseling Bulletin, v41 n2 p138-57 Dec 1997

ISSN: 0034-3552

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP98

Measured parents of 116 adult children with mental retardation on dimensions of family sense of coherence, social support, family adaptability, family cohesion, and family adaptation. Results indicate that most families were resilient and functioning positively. Claims that the empirical typology can be used to describe the strengths of these families. (RJM)

Descriptors: Adult Children; Classification; Disabilities; *Family Attitudes; Family Caregivers; *Family Characteristics; Family Relationship; *Mental Retardation; Resilience (Personality)

Identifiers: Empirical Methods; Family Strengths

EJ557364 RC512324

Life-Course Effects of Work and Family Circumstances on Children.

Cooksey, Elizabeth C.; Menaghan, Elizabeth G.; Jekielek, Susan M.

Social Forces, v76 n2 p637-65 Dec 1997

ISSN: 0037-7732

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN98

Data from the National Longitudinal Survey of Youth on 2,342 children aged 6-7 and born between 1979 and 1984 suggest that children's behavior problems are related to current family and parental employment conditions and earlier maternal resources and vulnerabilities (early deviance, self-esteem in 1980, smoking during pregnancy, cognitive skills). Contains 64 references. (Author/SV)

Descriptors: *Behavior Problems; *Child Behavior; Child Welfare; *Employed Parents; Family Characteristics; *Family Environment; *Mothers; Parent Background; *Parent Child Relationship; Resilience (Personality)

Identifiers: *Long Term Effects; National Longitudinal Survey of Youth

EJ553792 EA533964

School Success Begins at Home.

Solo, Len

Principal, v77 n2 p29-30 Nov 1997

ISSN: 0271-6062

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJAPR98

Regardless of income, families can provide a rich learning environment. A Massachusetts elementary principal has discovered several home conditions that promote students' academic success. Having high expectations and preparing children to work hard top the list. Other factors are close family relationships, reading at home, parent/school participation, off-campus and cultural activities, parental authority, and household responsibilities. (MLH)

Descriptors: Elementary Education; *Expectation; *Family Characteristics; *Parent Aspiration; *Parent Student Relationship; *Resilience (Personality)

Identifiers: Massachusetts (Cambridge); *Protective Factors

EJ551714 CG550970

Educational Risks for Children Experiencing Homelessness.

Masten, Ann S.; Sesma, Arturo, Jr.; Si-Asar, Rekhet; Lawrence, Catherine; Miliotis, Donna; Dionne, Jacqueline A.

Journal of School Psychology, v35 n1 p27-46 Spr 1997

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR98

Investigates educational risks among 73 homeless children, 6 to 11 years old. Results indicate that access to school was not a problem, but significant school success problems (i.e., achievement and classroom behavior) were seen

among the study's 59 African American children. Findings support the feasibility of studying at-risk children in highly mobile families. (RJM)

Descriptors: American Indians; At Risk Persons; Blacks; Children; Elementary Education; *High Risk Students; *Homeless People; Resilience (Personality); Student Problems; *Transient Children

Identifiers: *Risk Assessment

EJ545079 PS526655

The Relations of Regulation and Emotionality to Resiliency and Competent Social Functioning in Elementary School Children.

Eisenberg, Nancy; And Others

Child Development, v68 n2 p295-311 Apr 1997

ISSN: 0009-3920

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Journal Announcement: CIJOCT97

Examined relations of children's regulation and emotionality to their social functioning. Found that resiliency mediated effects of individual differences in attentional regulation on social status and socially appropriate behavior, and that negative emotionality moderated the positive relation between attentional control and resiliency. Also found that the relation of behavioral regulation to socially appropriate behavior was moderated by negative emotionality. (KB)

Descriptors: *Affective Behavior; Attention Control; *Children; Emotional Development; Emotional Response; *Individual Differences; *Interpersonal Competence; Personality; *Self Control; Social Behavior; Social Development

Identifiers: Emotional Regulation; Resilience (Personality)

EJ553790 EA533962

Practicing Resilience in the Elementary Classroom.

Bickart, Toni S.; Wolin, Sybil

Principal, v77 n2 p21-22,24 Nov 1997

ISSN: 0271-6062

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Fostering resilience does not require elementary teachers to overburden the curriculum. Research shows that resiliency-fostering experiences occur when children are involved in assessing their own work and setting goals, participate in developing standards for work and classroom life, have opportunities to collaborate and make choices, participate in meetings to solve classroom problems, and affiliate with a classroom community. (MLH)

Descriptors: *Active Learning; *Classroom Environment; Community; Cooperation; Elementary Education; *Problem Solving; *Resilience (Personality); Standards; Stress Management; *Student Participation; Teaching Methods

EJ553789 EA533961

Fostering Resilience: What Do We Know?

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.

Principal, v77 n2 p18-20 Nov 1997

ISSN: 0271-6062

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Researchers have identified several key competencies of resilient children, including social and intellectual competence, ability to plan and set realistic goals, and resourcefulness. These areas of competency are not predestined but can be learned in families, schools, and communities. Educators can work with others to enhance conditions in families and communities that foster psychological well-being. Suggestions are outlined. (MLH)

Descriptors: *Community Involvement; Elementary Education; *Interpersonal Competence; *Problem Solving; *Resilience (Personality); *Role Models; Self Efficacy; *Teacher Role

EJ553788 EA533960

Resiliency in Schools: Making It Happen.

Henderson, Nan

Principal, v77 n2 p10-12,14,16-17 Nov 1997

ISSN: 0271-6062
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Educators with a "resiliency attitude" can help at-risk children flourish, despite adverse environmental conditions. Certain protective factors can reduce the negative impact of stressful situations and problems. Educators should increase student and parent bonding with the school; set clear, consistent boundaries; teach life skills; provide caring and support; communicate high expectations; and provide opportunities for meaningful participation. (MLH)

Descriptors: *Coping; Elementary Education; *High Risk Students; *Resilience (Personality); School Responsibility; *Stress Management; *Teacher Responsibility
Identifiers: *Caring; *Protective Factors

EJ553787 EA533959
Reflections on Resiliency.
Kozol, Jonathan
Principal, v77 n2 p5-6,7 Nov 1997
ISSN: 0271-6062
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

America's inequitable school funding system assigns urban children of poverty only half the value accorded suburban professionals' children. Beware of casting certain children as models of resiliency. Less articulate children also deserve adults' attention and support. Tracking, which isolates social classes, should be outlawed. One South Bronx principal is making her school a bridge to the community, not a fortress against it. (MLH)

Descriptors: Child Advocacy; *Educational Equity (Finance); Elementary Education; Grandparents; Minority Groups; *Poverty; *Principals; *Resilience (Personality); *School Safety; Social Stratification; Track System (Education); *Urban Schools
Identifiers: *New York (South Bronx)

EJ553608 CG551222
Resilience and Severe Burns.
Holaday, Margot; McPhearson, Ruth W.
Journal of Counseling & Development, v75 n5 p346-56 May-Jun 1997
ISSN: 0748-9633
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Incorporated findings of a general literature review with opinions offered by 39 burn survivors. Results indicate that care factors influencing resiliency include social support (cultural influences and community, school, personal, and familial support), cognitive skills (intelligence, coping style, personal control, and assignment of meaning), and psychological resources. Suggests counseling strategies that strengthen resilience. (RJM)

Descriptors: *Cognitive Style; *Coping; *Counseling Techniques; Literature Reviews; Psychological Characteristics; *Resilience (Personality); Social Support Groups; Thinking Skills
Identifiers: *Burns (Injuries)

EJ552013 EA533912
Becoming Heroes: Teachers Can Help Abused Children.
Bancroft, Sharon
Educational Leadership, v55 n2 p69-71 Oct 1997
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Teachers can provide an effective counterbalance to the effects of an abusive home. They should not allow their skeptical attitudes, fear of liability, defensiveness about discipline, or religious and political affiliations to cloud their perceptions. Teachers can help hurting children by attending to their basic needs for warmth and security, reporting suspected abuse to authorities, and helping them become resilient. (MLH)

Descriptors: *Child Abuse; Elementary Secondary Education; *Resilience (Personality); *School Responsibility; *Teacher Attitudes; *Teacher Role

EJ543461 RC511913
Motivation and Learning Environment Differences between Resilient and Nonresilient Latino Middle School Students.
Waxman, Hersholt C.; And Others

Hispanic Journal of Behavioral Sciences, v19 n2 p137-55 May 1997
ISSN: 0739-9863
Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Mathematics achievement was used to distinguish between resilient and nonresilient Latino middle-school students, primarily immigrants from working-class families speaking English as a Second Language. Resilient students had greater involvement and satisfaction in math class, academic self-concept, and achievement motivation than nonresilient students, and were less likely to have been left back. Contains 55 references. (SV)

Descriptors: *Academic Aspiration; Classroom Environment; Grade Repetition; *High Risk Students; Immigrants; Junior High Schools; Learning Motivation; *Mathematics Achievement; Mexican American Education; Middle Schools; Self Esteem; *Student Attitudes; *Student Motivation; Student Participation; Student Surveys

Identifiers: *Latinos; Middle School Students; *Resilience (Personality)

EJ542696 EC615604
Portraits of Resilience: The Urban Life Experience of Gifted Latino Young Men.
Hebert, Thomas P.
Roeper Review, v19 n2 p82-90 Dec 1996
ISSN: 0278-3193
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Explores the resilience of three gifted Latino high school students who live in the inner city. The sources of their resilience are examined. Implications for resilience in gifted youth are discussed and recommendations are made for nurturing resilience in urban teenagers to ensure greater success in life. (Author/CR)

Descriptors: *Coping; *Gifted; High Schools; Hispanic Americans; Influences; Inner City; *Personality Traits; Student Development; *Student Experience; Urban Areas; *Urban Culture

Identifiers: *Latinos; *Resilience (Personality)

EJ542282 CG550126
Promoting Resilience Strategies: A Modified Consultation Model.
Kaplan, Carol P.; And Others
Social Work in Education, v18 n3 p158-68 Jul 1996
ISSN: 0162-7961
Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Describes a project guided by the resilience paradigm in which a team of 4 social workers and 17 prevention personnel collaborated on programs serving 2000 inner-city adolescents. The project team concluded that a modified consultation model is essential for implementing new techniques and that positive, supportive relationships are singularly important for fostering resilience. (LSR)

Descriptors: Adjustment (to Environment); Adolescents; At Risk Persons; *Client Characteristics (Human Services); Consultation Programs; *Coping; Daily Living Skills; Decision Making; *Individual Power; Interpersonal Relationship; *Life Events; Psychological Characteristics; Self Efficacy; Social Work; *Substance Abuse; Well Being

Identifiers: *Fordham Resilience Demonstration Project; Modified Consultation Model; *Resilience Model; Risk Factor Analysis

EJ529381 EC614334
Resilient Child Sexual Abuse Survivors: Cognitive Coping and Illusion.
Himelein, Melissa J.; McElrath, Jo Ann V.
Child Abuse & Neglect: The International Journal, v20 n8 p747-58 Aug 1996
ISSN: 0145-2134
Available From: UMI
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Two studies examined coping strategies associated with resilience in a nonclinical sample of young adult child sexual abuse survivors. Survivors were likely to engage in positive illusions or such cognitive strategies as disclosing and discussing the abuse, minimization, positive reframing, and refusing to dwell on the experience. Results support cognitive reappraisal in child sexual abuse recovery. (Author/DB)

Descriptors: *Child Abuse; *Cognitive Restructuring; *Coping; Disclosure; *Self Concept; *Sexual Abuse; Young Adults
Identifiers: *Resilience (Personality)

EJ520533 RC511196
Resilient Hispanic Youths' Self-Concept and Motivational Patterns.
Gordon, Kimberly A.
Hispanic Journal of Behavioral Sciences, v18 n1 p63-73 Feb 1996
ISSN: 0739-9863
Available From: UMI
Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)
Thirty-six Hispanic high school sophomores were identified as academically resilient (from impoverished stressful background with a grade point average of 2.75 or above). Compared to their nonresilient peers, resilient students believed more in their own cognitive abilities and placed less emphasis on having close ties with family and friends. Contains 33 references. (SV)
Descriptors: *Academic Achievement; Disadvantaged; Educational Environment; High Schools; *High School Students; *Hispanic Americans; Low Income; *Self Concept; Stress Variables; Student Attitudes; *Student Characteristics; *Student Motivation; Student School Relationship
Identifiers: *Resilience (Personality)

EJ551473 UD520189
Achieving Despite the Odds: A Study of Resilience among a Group of African American High School Seniors.
Floyd, Caren
Journal of Negro Education, v65 n2 p181-89 Spr 1996
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB98
Reports on a study of resilience leading to academic success among 20 African American urban disadvantaged high school seniors. Data suggest their success was largely due to supportive family, interaction with concerned educators, and the development of the personality traits of perseverance and optimism. (SLD)
Descriptors: *Academic Achievement; *Black Students; Family Influence; *High School Seniors; Personality Traits; *Resilience (Personality); Teacher Student Relationship; Urban Schools; *Urban Youth
Identifiers: California; Optimism

EJ544143 CG550351
Evaluation of a Program to Delay Sexual Activity among Female Adolescents in Rural Appalachia.
Blinn-Pike, Lynn
Family Relations, v45 n4 p380-86 Oct 1996
ISSN: 0197-6664
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Journal Announcement: CIJOCT97
Evaluated effects of a year-long, school-based program for 126 white adolescent girls. Program was designed to improve self-concept, expectations for future, educational plans, perceptions of maternal acceptance, and other perceptions. Intervention participants revealed less traditional sex role orientations, improved self-concept, and lessened anxiety, than did comparative participants. (RJM)
Descriptors: Adolescents; *Females; *Intervention; Pregnant Students; Program Evaluation; Rural Family; *Sexuality; Social Environment; Unwed Mothers
Identifiers: *Appalachia; Appalachian Culture; Resilience (Personality); *Sexual Attitudes; Sexual Permissiveness; Tennessee

EJ533405 SP525502
Beating the Odds. Understanding Children.
Wolin, Sybil; Wolin, Steven J.
Learning, v25 n1 p66-68 Aug 1996
ISSN: 0090-3167
Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)
Journal Announcement: CIJMAR97
Target Audience: Teachers; Practitioners
This article examines the qualities of resilient children from difficult life

circumstances who manage to beat the odds and succeed, and it discusses ways teachers can help build these strengths in students. The qualities include interpersonal relationship skills, insight, independence, initiative, creativity, and a sense of moral obligation. (SM)

Descriptors: *Classroom Techniques; *Disadvantaged Youth; Elementary Education; Elementary School Students; Elementary School Teachers; Helping Relationship; *High Risk Students; Psychological Characteristics; Student Behavior; *Student Characteristics; Teacher Role; *Teacher Student Relationship

Identifiers: *Resilience (Personality)

EJ533059 PS525694

Research Highlights. Strengths and Needs of Divided Families.

Stringer-Seibold, Traci; And Others

Dimensions of Early Childhood, v24 n4 p22-29 Fall 1996

ISSN: 1068-6177

Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)

Journal Announcement: CIJMAR97

Describes a qualitative research study of children from divided families and analyzes findings in terms of family contexts, children's resiliency, and needs. Suggests strategies for professionals including recognition of developmental capacity within family circumstances, interactive systems, communication patterns and areas of stress. Includes sidebars of seven characteristics of children's resiliency and suggests questions for gaining better understandings of families. (AMC)

Descriptors: Divorce; Early Childhood Education; Family Attitudes; *Family Characteristics; *Family Environment; *Family Life; Family Needs; *Family Problems; *Family Structure; One Parent Family; Qualitative Research; Sibling Relationship; *Stepfamily

Identifiers: Family Strengths; Family Support; Family Systems Theory; * Resilience (Personality)

EJ531199 PS525352

Life Paths of Urban Children and Youth in Comparative Perspective.

Blanc, Cristina S.; And Others

Childhood: A Global Journal of Child Research, v3 n3 p375-403 Aug 1996

ISSN: 0907-5682

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Journal Announcement: CIJFEB97

Discusses life paths of children and their families in cities in the Philippines, India, Brazil, Kenya, and Italy, providing an analysis of the multiple, overlapping crises that lead them to distress. Their life histories illustrate their resilience, but also illustrate how the quality of their relationships to meaningful adults is being threatened, and how this situation affects young people. (TJQ)

Descriptors: Adolescents; At Risk Persons; Children; Crime; Divorce; Family (Sociological Unit); *Family History; *Family Life; *Family Problems; Family Violence; Foreign Countries; *Parent Child Relationship; Poverty; Substance Abuse; Unemployment; *Urban Environment

Identifiers: Brazil; Child Prostitution; *Family Crises; Family Support; India; Italy; Kenya; Philippines; *Relationship Quality; Resilience (Personality)

EJ510082 EC612077

Resilience Criteria and Factors Associated with Resilience in Sexually Abused Girls.

Spaccarelli, Steve; Kim, Soni

Child Abuse & Neglect: The International Journal, v19 n9 p1171-82 Sep 1995

ISSN: 0145-2134

Available From: UMI

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Alternative measures and correlates of resilience were examined with 43 girls, ages 10 through 17, who were sexually abused. Interview responses indicated that the two strongest predictors of resilience were total level of abuse stressors experienced and the quality of the victim's relationship with a nonoffending parent. (Author/SW)

Descriptors: *Child Abuse; *Coping; *Emotional Adjustment; Females; Parent Child Relationship; *Personality Traits; Predictor Variables; *Sexual Abuse; Stress Variables

Identifiers: *Resilience (Personality)

EJ523475 PS524973

What Do Teenagers Want? What Do Teenagers Need?

Strom, Kimberly; And Others

Child and Adolescent Social Work Journal, v12 n5 p345-59 Oct 1995

Journal availability: Human Sciences Press, Inc., 233 Spring St., New York, NY 10013-1578.

ISSN: 0738-0151

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Journal Announcement: CIJSEP96

Reports on the qualitative findings extracted from a study of over 3,700 teenagers from urban, suburban, and small city settings, describing the array of difficulties teenagers face today. The themes that emerged from the students' comments offer a compelling portrait of life as a teenager in the 1990s and help shape an agenda for understanding and responding to these myriad needs. (Author)

Descriptors: *Adolescents; Anger; *Childhood Needs; Family (Sociological Unit); Interpersonal Relationship; Poverty; Racial Bias; Sexuality; *Social Influences; *Stress Variables; Substance Abuse; Surveys; Violence; Well Being; Youth

Identifiers: *Adolescent Attitudes; Gangs; Resilience (Personality); Sexually Transmitted Diseases

Guides and Teaching Materials

ERIC Documents

ED424532 CG028842

Preventing Substance Abuse among Children and Adolescents: Family-Centered Approaches. Practitioner's Guide. Prevention Enhancement Protocols System (PEPS) Series.

Birch & Davis Associates, Inc., Silver Spring, MD.

1998

86p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 814-815 and CG 028 841-843. 028 841-843.

Sponsoring Agency: Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.

Contract No: 277-92-1011

Report No: DHHS-SMA-3224-FY98

Available From: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; Tel: 800-729-6686 (Toll-Free); Tel: 301-468-2600; TDD: 800-487-4889; Web Site: http://www.health.org

EDRS Price - MF01/PC04 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAPR99

Government: Federal

This guideline summarizes state-of-the-art approaches and interventions designed to strengthen the role of families in substance abuse prevention. Topics discussed are: (1) "Why Use Family-Centered Approaches? Aren't Our School and Community Efforts Sufficient?"; (2) "How Big a Problem Is Substance Abuse Among Youth?"; (3) "What Puts Children and Adolescents at Risk for Substance Abuse?"; (4) "Family-Centered Approaches to Prevention of Substance Abuse - What Works," which presents three major approaches; (5) "General Recommendations on Family-Centered Approaches"; and (6) "Program Development and Delivery of Family-Centered Approaches," which covers program development and planning issues. "An Afterword: Emerging Areas of Research and Practice" includes discussion of the constructs "Resilience" and "Family Support." Appendixes are: "Criteria for Establishing Levels of Evidence of Effectiveness," "Abbreviations and Glossary of Terms Used in Family-Centered Approaches to Substance Abuse Prevention," and "Resource Guide." Ideas and data in this guide were organized by means of the Prevention Enhancement Protocols System (PEPS), a systematic process for evaluating evidence from prevention research and practice, then developing recommendations for practice. (EMK)

Descriptors: Adolescents; Children; Family Needs; Family Problems; *Family Programs; Mental Health; *Parent Child Relationship; Parenting Skills; *Prevention; Program Development; Resilience (Personality); Social Support Groups; *Substance Abuse; *Therapy

Identifiers: Prevention Enhancement Protocols System

ED419611 PS026524

Building Educational Resilience. Fastback 430.

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.

Phi Delta Kappa Educational Foundation, Bloomington, IN.

1998

64p.

ISBN: 0-87367-630-0

Available From: Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789; phone: 812-339-1156 ($3 non-members; $2.25 members).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: SERIAL (022); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEOCT98

The number of children at risk of school failure because of poverty, illness, divorce, drug and alcohol abuse, frequent relocation, and other adverse circumstances is increasing. Although some teachers may feel as though these problems are beyond them, research points to educators' actions that can alleviate such

problems by fostering educational resilience—the capacity of students to attain academic and social success in school despite exposure to personal and environmental adversities. To assist educators in fostering resilience, this "Fastback," produced by the Phi Delta Kappa Educational Foundation, describes the roles of teachers and other educators in promoting educational resilience and shares findings that many children demonstrate remarkable achievement despite conditions that put them at risk of failure. The fastback's contents are: (1) "Introduction"; (2) "When Schools Shortchange Children" (what we know about resilience, student diversity and poverty); (3) "Protective Factors that Promote Resilience" (family, peer group, community, school); (4) "Creating Classrooms that Foster Resilience" (teacher attitudes and expectations, instructional practices, classroom climate and organization, curriculum); (5) "Programs and Reforms that Build Resilience" (programs targeted to children at risk of school failure, comprehensive school reform versus narrower interventions, direct influences on student learning, meeting children's basic needs, students' sense of belonging, adapting curriculum and instruction); and (6) "Conclusion." An appendix lists educational programs with resilience-promoting features. (Contains 18 references.) (EV)

Descriptors: Academic Achievement; Classroom Techniques; Elementary Secondary Education; *High Risk Students; *Intervention; Program Descriptions; * Resilience (Personality); *Teacher Role

ED424531 CG028841

Keeping Children Drug Free: Using Family-Centered Approaches. Parent and Community Guide. Prevention Enhancement Protocols System (PEPS) Series.

Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.

1998

12p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 813-815 and CG 028 842-843.

Report No: DHHS-SMA-3225-FY98

Available From: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; Tel: 800-729-6686 (Toll-Free); Tel: 301-468-2600; TDD: 800-487-4889; Web Site: http://www.health.org

EDRS Price - MF01/PC01 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAPR99

Government: Federal

This paper and community guide is based on the recommendations of a panel of nongovernmental experts who systematically reviewed the current research on the family's role in reducing substance abuse among youth. This booklet answers questions such as: (1) "Why focus on families?"; (2) "How big is the problem? What are the facts?"; (3) "What puts children at risk for substance abuse?"; (5) "What protects children from substance abuse?"; (6) "How do we know what works?" It provides lists of "What you can do" for parents and community members. The recommendations are intended to enhance local efforts to reduce substance abuse by minors. (EMK)

Descriptors: Adolescents; Children; *Drug Abuse; Family Needs; Family Problems; *Family Programs; Mental Health; *Parent Child Relationship; Parenting Skills; *Prevention; Program Development; Resilience (Personality); Social Support Groups; *Substance Abuse; Therapy

Identifiers: Prevention Enhancement Protocols System

ED424524 CG028815

Positive Youth Activities. Substance Abuse Resource Guide. Prevention Enhancement Protocols System (PEPS) Series.

Marley, Adele, Ed.

National Clearinghouse for Alcohol Information (DHHS), Rockville, MD.

1998

46p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 813-814 and CG 028 841-843.

Sponsoring Agency: Substance Abuse and Mental Health Services Administration

(DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; Department of Health and Human Services, Washington, DC. Div. of Nursing.

Report No: DHHS-SMA-98-3210

Available From: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; Tel: 800-729-6686 (Toll-Free); Tel: 301-468-2600; TDD: 800-487-4889; Web Site: http://www.health.org

EDRS Price - MF01/PC02 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAPR99

Government: Federal

This resource guide was created to help readers incorporate positive activities into their drug abuse prevention strategies. It highlights prevention materials for positive activities, identifies national organizations that focus on youth activities, and provides additional resources for more information. Categories of resources listed are: (1) "Prevention Materials"; (2) "Studies, Articles and Reports"; (3) "Groups, Organizations, and Programs"; (4) "National Prevention Groups." Contact information is provided for all resources; for the first three sections a description of each program or study with its mission or purpose is provided as well. (EMK)

Descriptors: Adjustment (To Environment); Adolescents; Individual Development; *Prevention; Resilience (Personality); *Substance Abuse; Youth Problems; Youth Programs

ED419611 PS026524

Building Educational Resilience. Fastback 430.

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.

Phi Delta Kappa Educational Foundation, Bloomington, IN.

1998

64p.

ISBN: 0-87367-630-0

Available From: Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789; phone: 812-339-1156 ($3 non-members; $2.25 members).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: SERIAL (022); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEOCT98

The number of children at risk of school failure because of poverty, illness, divorce, drug and alcohol abuse, frequent relocation, and other adverse circumstances is increasing. Although some teachers may feel as though these problems are beyond them, research points to educators' actions that can alleviate such problems by fostering educational resilience—the capacity of students to attain academic and social success in school despite exposure to personal and environmental adversities. To assist educators in fostering resilience, this "Fastback," produced by the Phi Delta Kappa Educational Foundation, describes the roles of teachers and other educators in promoting educational resilience and shares findings that many children demonstrate remarkable achievement despite conditions that put them at risk of failure. The fastback's contents are: (1) "Introduction"; (2) "When Schools Shortchange Children" (what we know about resilience, student diversity and poverty); (3) "Protective Factors that Promote Resilience" (family, peer group, community, school); (4) "Creating Classrooms that Foster Resilience" (teacher attitudes and expectations, instructional practices, classroom climate and organization, curriculum); (5) "Programs and Reforms that Build Resilience" (programs targeted to children at risk of school failure, comprehensive school reform versus narrower interventions, direct influences on student learning, meeting children's basic needs, students' sense of belonging, adapting curriculum and instruction); and (6) "Conclusion." An appendix lists educational programs with resilience-promoting features. (Contains 18 references.) (EV)

Descriptors: Academic Achievement; Classroom Techniques; Elementary Secondary Education; *High Risk Students; *Intervention; Program Descriptions; * Resilience (Personality); *Teacher Role

ED418563 EC306372

Family Violence & Sexual Assault Bulletin, 1997.

Family Violence & Sexual Assault Inst., Tyler, TX.

Family Violence & Sexual Assault Bulletin, v13 n1-4 1997

1997

147p.

Available From: Family Violence & Sexual Assault Institute, 1121 ESE Loop 323, Ste. 130, Tyler, TX 75701; telephone: 903-534-5100; fax: 903-534-5454; e-mail: fvsai@iamerica.net.

EDRS Price - MF01/PC06 Plus Postage.

Document Type: SERIAL (022); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Texas

Journal Announcement: RIESEP98

These two issues contain reviews of legal/legislative issues, research and treatment issues, book and video materials, and on-line resources and web sites relating to family violence and sexual assault. The first issue, contains "Empowering African American Children To Become Resilient: Early Success in Overcoming Violent Families and Communities" (A. Leavelle Cox), a feature article that describes a study of 15 successful African American adults who found they felt empowered as children to set goals and to decide within themselves to separate early, both psychologically and physically from their hostile, chaotic, and violent environments. The second issue contains the following feature articles: "Helping Sexually Abused Children through Using Strengths and Resiliency Approaches" (Kim M. Anderson), which presents the strengths perspective in social work and the resiliency literature in developmental psychopathology as an alternative conceptual framework for practitioners working with sexually abused children; and "Domestic Violence as a Contributing Factor in Divorce: Perspectives of Divorcing Parents" (Frederick Buttell), which reports the results of a study of 155 divorcing parents that found the subjects reported a significant level of domestic violence as having occurred in their marital relationship and that these abusive behaviors led to their decision to divorce. (CR)

Descriptors: Black Youth; *Child Abuse; *Coping; *Divorce; *Family Violence; Intervention; Legislation; Marital Instability; *Performance Factors; Program Effectiveness; Resilience (Personality); Resource Materials; *Sexual Abuse

ED416264 UD032124

School Staff Guide to Risk and Resiliency.

Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.

1997

57p.

Sponsoring Agency: Department of Education, Washington, DC.

Available From: Clearinghouse/Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 622 Turlington Bldg., Tallahassee, FL 32399-0400; fax: 850-487-2679; e-mail: duncana@mail.doe.state.fl.us

EDRS Price - MF01/PC03 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN98

Government: State

Target Audience: Practitioners

School staff can use information on risk factors to identify student needs and assess the ability of the school to address these needs. It is also important to identify protective factors that promote successful development or buffer risk factors that might otherwise compromise development. Three key factors that have been identified as fostering the development of resiliency: (1) caring and support; (2) high expectations; and (3) opportunities for meaningful participation. Research on risk and protective factors is invaluable to schools in this era of educational reform as they try to provide arenas in which children can and want to learn. There is a definite link between risk and protective factors and Goal 5 of Blueprint 2000, the Florida state parallel to Education 2000. This goal states that communities must provide an environment that is drug-free and protects students' health, safety, and civil rights. Gauging

risk and protective factors and working to diminish risk and promote protection are discussed. Schools cannot succeed working alone, since it is clear that both risk and protective factors operate outside the school as well as within it. Collaboration across agencies and within communities is an essential strategy to improve service delivery and allow for best use of resources. The discussion of risk and protective factors contains the following sections: (1) "Identification of Risk and Protective Factors"; (2) "Link between Risk and Protective Factors and School Performance"; (3) "Link between Risk and Protective Factors and Blueprint 2000 Goal 5"; (4) "How To Gauge the Presence of Risk and Protective Factors"; (5) "Strategies That Help Diminish Risk Factors and/or Promote Protective Factors"; (6) "Collaboration To Enhance Resiliency"; (7) "Bibliography" (50 sources); (8) "Resources" (14 individuals and programs); and (9) "Appendix" (the Florida Performance Measurement System and a sample School Climate Profile from that system). (SLD)

Descriptors: Academic Achievement; Cooperation; Disadvantaged Youth; *Dropouts; Elementary Secondary Education; *High Risk Students; Identification; *Resilience (Personality); *Risk; Teacher Expectations of Students; Teaching Methods; *Urban Schools; Urban Youth

Identifiers: *Florida; Goals 2000; *Protective Factors

ED414139 RC021285

Handling Difficult Times and Learning Resiliency. (Are You Working with the Heartwood or Just the Bark?)

Konrad, Kathleen; Bronson, Jim

1997

13p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR98

This paper examines resiliency and how it can be fostered through experiential programs. Resiliency is defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social competence despite exposure to severe stress. A summary of research findings concerning resiliency presents the characteristics of resilient people, the defensive aspect of resilience, defensive versus coping responses, an experiential learning model of resilience, and organizational and instructional practices that help others develop resilience. The results of resiliency research may be incorporated in experiential programs through a paradigm shift from an "at-risk" perspective to one that views people as resources, as experts in their own lives, and as possessing innate mental health and well-being. The building of resilient people is a long-term process of healthy human development based on nurturing, participatory relationships that are grounded in trust and respect and reach toward valuable goals. Four causes of inappropriate behaviors and five ways to handle them are listed. Thirteen core competencies are outlined for program staff in resilience-focused programs. Contains 17 references. (TD)

Descriptors: *Adjustment (to Environment); Coping; Defense Mechanisms; *Experiential Learning; *Individual Development; Interpersonal Competence; Models; *Resilience (Personality); Risk; Role of Education; Self Esteem; Social Development; *Social Environment; Teacher Student Relationship

ED420828 CG028552

Effective Comprehensive Prevention Programs: A Planning Guide.

Duncan, Andrew N.; Stephens-Borden, Stevie; Bickel, Ann

Northwest Regional Educational Lab., Portland, OR.; Western Regional Center for Drug-Free Schools and Communities, Portland, OR.

1998

70p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S188A00001

EDRS Price - MF01/PC03 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEDEC98

This guidebook is designed to be used in implementing comprehensive prevention programs for children and youth in schools and communities. The primary goals of this planning guide are: provide educators and communities with a prevention model that will help them facilitate the implementation of effective comprehensive programs; provide a framework for comprehensive prevention programs based on resiliency and protective factor research; bring research and practice in the field of prevention closer together; show school teams how to integrate effective prevention programs into schoolwide programs, school improvement, and school reform efforts. Chapters include: "School Change and Effective Schools: Implications for Prevention in New Settings"; "Systemic Reform"; "Building the Framework: Resiliency as a Model for School Reform and Comprehensive Prevention Programs"; "Approaches to Prevention: Lessons Learned Along the Way"; "Characteristics of Effective Comprehensive Prevention Programs: Promising Approaches Further Implications from the Research"; and "Comprehensive Approaches to Prevention: Collaboration, Team Building and the School Improvement Process." A bibliography and an appendix concerning community team building are included. (MKA)

Descriptors: Children; *Comprehensive Programs; Cooperation; Elementary Secondary Education; *Prevention; Resilience (Personality); *Substance Abuse; Youth

Identifiers: Team Building

ED401039 PS024763

Making It Better: Activities for Children Living in a Stressful World.

Ochlberg, Barbara

1996

113p.; Illustrated by Stephanie Roth.

ISBN: 1-884834-26-4

Available From: Redleaf Press, P.O. Box CG7, 450 North Syndicate, Suite 5, St. Paul, MN 55104-4125 (Catalog No. 3044, $16.95, plus $2.95 shipping. Minnesota residents must add 6.5% sales tax).

Document Not Available from EDRS.

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEMAR97

Target Audience: Practitioners

Recognizing the need to empower children experiencing difficulties in their everyday lives, this book presents activities for healing and recovery designed for classroom or small group use with children ages 3 to 10 years. The activities are intended to guide children into self-directed understanding and processing of experiences and memories, rather than to glean personal disclosures or gather information about children's experiences. The three chapters of activities—"Healing Play," "Healing Art," and "Healing Language Arts"—are designed to help children address personal issues of loss, separation, rejection, despair, frustration, anger, and powerlessness. Each of the 69 activities includes the issue addressed and purpose of the activity, and describes the procedures involved. Some of the activities include suggestions for implementation or extension. Four additional chapters discuss: (1) the impact of trauma on children; (2) the grieving process, including experiences that compound loss, separation, and grief; (3) healing from trauma and loss; and (4) building resiliency in children, including managing anger, stress, conflict, and fear. Each of these four chapters lists resource organizations and appropriate books for children. Appendices provide information on making referrals to community mental health services and list additional resources for teachers and parents and suggested children's books. (KDFB)

Descriptors: Anger; Child Caregivers; *Childhood Needs; *Class Activities; Classroom Techniques; *Coping; Early Childhood Education; Elementary Education; *Emotional Adjustment; Grief; Peer Acceptance; Preschool Teachers; Stress Management; *Young Children

Identifiers: Resilience (Personality); Trauma

ED399713 EC305044

Preventing Antisocial Behavior in Disabled and At-Risk Students. Policy Briefs.

Gregg, Soleil
Appalachia Educational Lab., Charleston, W. Va.
1996
13p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: RJ96006001
Available From: Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325-1348 ($2).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEFEB97

This paper reviews the research on factors that contribute to or protect from the development of antisocial behavior in children, especially those with attention deficit/hyperactivity disorder (ADHD) and learning disabilities (LD). It also presents a model to promote prosocial behavior. General risk factors that put all children at risk for antisocial behavior are identified, such as individual risk factors related to personality, temperament, and cognitive ability and family/community/societal risk factors. Risk factors that are specific to children with ADHD and LD are identified, such as individual characteristics and innate traits, academic failure, social failure, emotional impairment, differential treatment, and low self-esteem. Children with ADHD and LD are reported to be at special risk for oppositional defiant disorder, conduct disorder, and delinquency. The report also considers resiliency in overcoming risk, noting general protective factors (such as good schools) and specific protective measures for children with ADHD and LD (multidisciplinary intervention). The importance of the child's attachment to at least one prosocial supporting adult is stressed for the promotion of prosocial behavior. Recommendations for policy and practice address risk reduction, cultivation of resiliency, encouragement of bonding, increased self-esteem, and creation of a consistent system of expectations, reinforcement, and recognition. (Contains 89 references.) (CR)

Descriptors: Academic Achievement; *Antisocial Behavior; *At Risk Persons; Attachment Behavior; *Attention Deficit Disorders; Behavior Development; Behavior Problems; *Disabilities; Elementary Secondary Education; Emotional Problems; Hyperactivity; Individual Characteristics; Influences; Interpersonal Competence; *Learning Disabilities; *Prevention; Prosocial Behavior; Reinforcement; Self Esteem
Identifiers: Resilience (Personality)

ED398687 EC304979

Promoting Resilience in Youth with Chronic Conditions & Their Families.

Garwick, Ann E.; Millar, H. E. C.
Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.
Apr 1996
30p.
Contract No: MCJ275043
Available From: National Maternal & Child Health Clearinghouse, 2070 Chain Bridge Rd., Suite 450, Vienna, VA 22182-2536.
EDRS Price - MF01/PC02 Plus Postage.
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJAN97

This monograph for health care professionals considers the impact that chronic illness and disability have on youth and their families and provides information on adapting principles of family-centered care to promote resilience in adolescents and their families. The monograph stresses the need for community systems of comprehensive services integrated with education, social services, mental health, and family support programs. The eight principles of family-centered care include: (1) recognizing that the family is the constant in an adolescent's life, while service systems and support personnel fluctuate; (2) facilitating adolescent, family, and professional collaboration at all levels of health care; (3) sharing unbiased and complete information

among adolescents, families, and professionals in a supportive manner; (4) recognizing strengths and individuality while respecting different methods of coping and honoring cultural diversity; (5) implementing appropriate policies and programs that are comprehensive in terms of providing emotional and financial support to meet the needs of adolescents and their families; (6) understanding and incorporating the developmental needs of adolescents and their families into health care; (7) encouraging and facilitating peer and family-to-family support and networking; and (8) assuring that the design of health care delivery systems is responsive to adolescent and family needs. Family assessment is explained with a sample family genogram illustrated. Strategies that promote the healthy functioning of adolescents with chronic illness and disability and their families are addressed. Collaboration between adolescents, families, and providers during the process of transition is emphasized. (Contains 24 references, and a list of 17 resources whose programs provide direct services to youth and their families, or to individuals, families, and providers. (CR)

Descriptors: Adolescents; *Chronic Illness; Community Cooperation; *Cooperative Programs; Coping; Cultural Awareness; *Delivery Systems; *Disabilities; Evaluation Methods; Family Characteristics; Family Life; *Family Needs; Family Problems; *Family Programs; Guidelines; Health Needs; Health Programs; Integrated Services; Medical Services; Peer Influence; Program Implementation; Student Development

Identifiers: Resilience (Personality)

ED397159 UD031035

Resiliency in Schools: Making It Happen for Students and Educators.

Henderson, Nan; Milstein, Mike M.

1996

150p.; Foreword by Emmy E. Werner.

ISBN: 0-8039-6352-1

Available From: Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320 (paperback: ISBN-0-8039-6352-1, $18.95; clothbound: ISBN-0-8039-6351-3, $42.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Journal Announcement: RIENOV96

This book is about developing "resiliency," a new paradigm of student and staff development that offers schools a coherent, research-based framework for the achievement of success and lifelong learning for all. A six-step plan of action for resiliency building is introduced. The resiliency model offers hope based on scientific evidence that many, if not most, of those who experience trauma, stress, and risks in their lives can bounce back. Educators are challenged to focus more on strengths than on deficits and to concentrate on what is "right" about students. A wellness model is proposed that focuses on the emergence of competence, empowerment, and self-efficacy. Strategies educators can use to promote resiliency include three steps for mitigating risk (increase bonding, set clear and consistent boundaries, and teach life skills) and three steps for building resiliency (provide caring and support, set and communicate high expectations, and provide opportunities for meaningful participation). (Contains 18 figures, 1 table, 16 entries in an annotated bibliography, and 50 references.) (SLD)

Descriptors: *Academic Achievement; Competence; *Educational Environment; Elementary Secondary Education; *High Risk Students; Learning; Models; Staff Development; Stress Variables; *Student Characteristics; *Teacher Expectations of Students; Well Being

Identifiers: *Resilience (Personality); Student Empowerment

ED390962 UD030766

How and Where Communities Can Begin To Address Youth Violence. A Resource Manual.

Dean, Laurel, Comp.; Wallace, Judy, Comp.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

1995

104p.

Available From: Publications, Division of Agriculture and Natural Resources, University of California, 6701 San Pablo Avenue, Oakland, CA 94608-1239 ($5, Publication 4-H-SP01).

EDRS Price - MF01/PC05 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131); DIRECTORY (132)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY96

Target Audience: Parents; Teachers; Administrators; Practitioners

This manual, designed for individuals, agencies, and organizations interested in preventing and intervening in youth violence, is a guide to guides, a map of resources on prevention and intervention. Development of the manual was guided by a number of prevention principles, chiefly, the belief that collaboration is essential for effective youth intervention. It is also recognized that efforts to reduce and eliminate violence should seek to boost protective factors that have been proven to foster resilience. Following an introduction outlining principles of prevention and intervention, Chapter 2 lists 20 resources related to collaboration and community development. Chapter 3 provides references to 14 organization directories and 7 databases that track and describe violence and prevention efforts. Chapter 4 itemizes 52 resources for program planning models, curricula, handbooks, and other reference materials. Forty organizations and vendors with multiple services and materials are listed in Chapter 5. Chapter 6 lists 24 sources for technical assistance, and Chapter 7 provides a master directory of all organizations and individuals referenced throughout the manual. Indexes are also provided by potential audience. (SLD)

Descriptors: Community Development; *Community Involvement; Community Organizations; Cooperation; Curriculum Development; *Intervention; *Prevention; Program Development; Resource Materials; Resources; Technical Assistance; Urban Areas; Urban Problems; *Violence; *Youth Programs

Identifiers: *Juvenile Crime; *Resilience (Personality)

ED386271 PS023192

A Guide to Promoting Resilience in Children: Strengthening the Human Spirit = Guia de Promocion de la Resiliencia en los Ninos para Fortalecer el Espiritu Humano.

Grotberg, Edith H.

Alabama Univ., Birmingham. Civitan International Research Center.

Feb 1995

60p.; English version printed on colored paper.

EDRS Price - MF01/PC03 Plus Postage.; Spanish

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEJAN96

Target Audience: Parents; Practitioners

Resilience is an important trait because it is the human capacity to face, overcome, be strengthened by, and even transformed by the adversities of life. This guide provides ways to promote resilience in children and help them learn to improve many aspects of their own resilience. The guide is centered on three features, or sources, of resilience: "I HAVE," "I AM," and "I CAN." The guide presents a framework for the development of children, offering resilience features on each age and examples of actions that do and do not promote resilience, according to the following age ranges: (1) birth through 3 years; (2) 4 through 7 years; and (3) 8 through 11 years. Four appendices provide examples of the three sources of resilience (I HAVE, I AM, and I CAN), ways to think about resilience, a form for feedback, and a comment sheet on how the guide was used. The Spanish version is attached. Contains 26 references. (AP)

Descriptors: Caregiver Role; Child Caregivers; *Coping; Developmental Stages; Early Childhood Education; Family Influence; Foreign Countries; Helping Relationship; Infants; *Personality Traits; Preschool Children; *Young Children

Identifiers: Portugal; *Resilience (Personality)

Journal Articles

EJ539206 EC615522

Relevance of Resilience to Individuals with Learning Disabilities.

Miller, Maurice

International Journal of Disability, Development and Education, v43 n3 p255-69 1996

ISSN: 0156-6555

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJJUL97

Research and literature on resilience characteristics are reviewed for applicability to individuals with learning disabilities. The lack of agreement in defining or describing resilience is noted and risk factors for a lack of resilience are identified. Strategies which successful, resilient individuals use are identified, with suggestions for developing these characteristics in children with learning disabilities. (DB)

Descriptors: *Adaptive Behavior (of Disabled); At Risk Persons; Children; *Coping; Elementary Secondary Education; Intervention; *Learning Disabilities; *Personality Traits

Identifiers: *Resilience (Personality)

EJ536834 SP525702

When Disaster Strikes.

Our Children, v22 n1 p36-37 Sep-Oct 1996

ISSN: 1083-3080

Document Type: NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)

Journal Announcement: CIJMAY97

With the right support and guidance from adults, even very young children can become resilient enough to weather the most traumatic disaster and grow stronger from the experience. Adults must provide support (love, discussion, and stability) and help their children build inner strength and learn to communicate and cope. (SM)

Descriptors: Communication Skills; *Coping; Elementary School Students; Elementary Secondary Education; *Life Events; Mass Media; Mental Health; *Parent Child Relationship; Parent Responsibility; Problem Solving; Secondary School Students; *Stress Management; Well Being

Identifiers: Disasters; *Resilience (Personality)

EJ521616 EC613450

Resiliency: What Is It and How Can Correctional Educational Practices Encourage Its Development?

Pasternack, Robert; Martinez, Kathleen

Preventing School Failure, v40 n2 p63-66 Win 1996

Theme issue: Incarcerated Juveniles: A Need for Comprehensive Community and Agency Involvement.

ISSN: 1045-988X

Available From: UMI

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJAUG96

Target Audience: Practitioners

Review of a New Mexico study on factors discriminating between recidivist and resilient youth following incarceration led to development of guidelines for fostering resiliency by correctional educators. Specific guidelines address lesson planning, classroom management, and revising educational goals. (DB)

Descriptors: At Risk Persons; *Classroom Techniques; *Correctional Education; *Delinquency; Elementary Secondary Education; Guidelines; Institutionalized Persons; Intervention; Personality Development; *Prevention; *Recidivism; Student Educational Objectives; Teaching Methods

Identifiers: *Incarcerated Youth; *Resilience (Personality)

Program and Project Descriptions

ERIC Documents

ED398998 PS024140

The Sociomoral Development of Young Children at the East End Children's Workshop. A Phoenix Foundation Pilot Project.

Ander, Curry

Jan 1996

21p.; Paper presented at the Annual Save the Children Child Care Technical Assistance Conference (19th, Atlanta, GA, March 28-31, 1996).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maine

Journal Announcement: RIEJAN97

Based on the belief that critical thinking patterns, language abilities, and social skills that develop from birth to age 6 are foundational to children's sociomoral development, the Phoenix Project was developed to explore the factors contributing to and affecting children's sociomoral development. This pilot project was carried out by the Phoenix Foundation and the East End Children's Workshop (EECW) in Portland, Maine. The three goals of this project were: (1) to study the question of "why do some children have more resiliency than others in similar difficult situations, and how can we remote that resiliency?"; (2) to seek ways to develop a curriculum model as a primary tool to address children's sociomoral development and resiliency; and (3) to create a system of collaborative services that support the families served at EECW and the surrounding East End neighborhood. Among the findings and accomplishments of the project are the following: (1) careful definitions helped frame the scope of the project; (2) curriculum is an emerging process; (3) resiliency in children has specific qualities; (4) focusing on sociomoral development begins by finding strengths; (5) enhancing meaningful relationships with parents is critical; and (6) ensuring a sense of safety can be difficult. Recommendations to improve the Phoenix Project include developing an emerging curriculum that emphasizes sociomoral development, and continuing high quality training and support for staff. (Five attachments contain a glossary, drawings of the EECW site, 36 references, a neighborhood questionnaire, and a list of organizations and individuals who contributed to the project and to this report.) (MOK)

Descriptors: Curriculum Development; Family Programs; *Interpersonal Competence; *Moral Development; Parent Child Relationship; Pilot Projects; Program Descriptions; Program Implementation; *Social Cognition; Social Services; *Young Children

Identifiers: Family Support; *Resilience (Personality)

ED399076 PS024530

Annual Review 1995.

Bernard Van Leer Foundation, The Hague (Netherlands).

1995

71p.; For Annual Review 1993, in English and Spanish, see ED 374 908. For Annual Review 1994, see ED 384 426.

ISBN: 90-6195-035-X

EDRS Price - MF01/PC03 Plus Postage.

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: Netherlands

Journal Announcement: RIEJAN97

This document provides an annual report and financial review for 1995 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. The report includes feature articles highlighting specific aspects of the year's activities: (1) "Growing Up in France: Parental Creches"; (2) "Changing the Nature of Television for Children"; (3) "Promoting Resilience in Children"; and (4) "What is a Project?" Descriptions of major projects supported by the foundation at the end of 1995 are presented by country and include brief details of target groups, location of activities, major objectives, and main strategies. An explanation of the foundation and its goals, a list of its new publications, and the names of members of the

board of trustees and the staff are included. (KDFB)

Descriptors: *Child Advocacy; *Child Development; Coping; Early Childhood Education; Environmental Influences; Family Environment; Foreign Countries; International Programs; Mental Health; Program Descriptions; Television Viewing; Young Children

Identifiers: *Bernard van Leer Foundation (Netherlands); Family Support; France; Resilience (Personality)

ED414687 EC306032

Case Studies of Talented Students Who Achieve and Underachieve in an Urban High School. Research Monograph 95120.

Reis, Sally M.; Hebert, Thomas P.; Diaz, Eva I.; Maxfield, Lori R.; Ratley, Michael E.

National Research Center on the Gifted and Talented, Storrs, CT.

1995

284p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC. Contract No: R206R00001

EDRS Price - MF01/PC12 Plus Postage.

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Connecticut

This 3-year study compared characteristics of high ability students who were identified as high achievers with students of similar ability who underachieved in school. The 35 students attended a large urban high school comprised of 60 percent Puerto Rican students, 20 percent African American, and the remainder White, Asian, and other. Qualitative methods were used to examine the perceptions of students, teachers, staff, and administrators concerning academic achievement. The study found that achievement and underachievement are not disparate concepts, since many students who underachieved had previously achieved at high levels and some generally high achieving students experienced periods of underachievement. A network of high achieving friends was characteristic of achieving students. No relationships were found between poverty and underachievement, between parental divorce and underachievement, or between family size and underachievement. Successful students supported the concept of grouping in honors and advanced classes, had supportive adults in their lives, and participated in multiple extracurricular activities. High achieving females usually chose not to date. High achieving students characteristically had a strong belief in self and resilience to negative factors. Cultural and gender differences were also found. Case studies of the 35 students are included. (Contains approximately 250 references.) (DB)

Descriptors: *Academic Achievement; Asian Americans; Black Students; Case Studies; Cultural Differences; Disadvantaged Youth; Family Environment; *Gifted; *High Achievement; High School Students; High Schools; Hispanic Americans; Homogeneous Grouping; Parent Participation; Poverty; Puerto Ricans; *Resilience (Personality); Self Esteem; Sex Differences; Social Support Groups; Student Characteristics; *Underachievement; *Urban Education; White Students

-Journal Articles

EJ553791 EA533963

A Curriculum for Resiliency.

Richardson, Glenn E.; Nixon, Clair J.

Principal, v77 n2 p26-28 Nov 1997

ISSN: 0271-6062

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAPR98

The 33 modules of a Utah district's successful Resilient Youth Curriculum pilot program provide guidelines for initially working through students' protected exteriors to establish trust and facilitate the resiliency-building process. Students then develop ownership of the program by participating in planning, shaping, and implementing the curriculum. Kids study process, personality traits, paradigms, skills, and life planning. (MLH)

Descriptors: Elementary Education; Guidelines; Models; Pilot Projects; Program Descriptions; Program Implementation; *Resilience (Personality); *Self Esteem; Student Reaction; Success; Trust (Psychology)

Identifiers: Utah

EJ553551 CG551165

Strengths-Based Practice with Puerto Rican Adolescents: Lessons from a Substance Abuse Prevention Project.

Delgado, Melvin

Social Work in Education, v19 n2 p101-12 Apr 1997

ISSN: 0162-7961

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAPR98

Describes a federally funded substance abuse prevention project that focused on resilience development in Puerto Rican adolescents in a New England community. Cultural pride played an instrumental role in youths discovering their strengths while helping themselves and their families and community. Discusses goals, peer teaching, community service, and provides a case example. (RJM)

Descriptors: Adolescents; Community Programs; Hispanic Americans; *Prevention; Program Descriptions; *Puerto Ricans; Resilience (Personality); Secondary Education; Self Esteem; *Substance Abuse

Identifiers: New England; Psychosocial Factors

EJ552059 EC617149

Mentoring African American Youth.

Townsel, Kim T.

Preventing School Failure, v41 n3 p125-27 Spr 1997

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Target Audience: Community; Practitioners

This discussion of issues in the mentoring of African-American youth defines mentoring, identifies elements of successful mentoring, stresses the importance of recognizing existing family and community assets, and urges parental involvement and a program philosophy which affirms the value of resiliency in children surviving in difficult environments. (DB)

Descriptors: *Black Students; Definitions; Disadvantaged Youth; Educational Philosophy; Elementary Secondary Education; Family Involvement; *Mentors; Program Development; *Resilience (Personality); School Community Programs; *Special Needs Students

Identifiers: *African Americans

EJ548398 UD520020

Building Resiliency: Constructive Directions for Homeless Education.

Reed-Victor, Evelyn; Stronge, James H.

Journal of Children and Poverty, v3 n1 p67-91 Win-Spr 1997

ISSN: 1079-6126

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Reviews the resilience of children and youth who thrive in spite of challenging circumstances and develop into healthy adults. Strategies to enhance individual, family, school, and community protective factors are highlighted. (GR)

Descriptors: *Access to Education; *Adjustment (to Environment); *Children; Community Support; Educational Attainment; Family Influence; Homeless People; *Poverty; *Resilience (Personality); Social Science Research; Student School Relationship; *Youth

Identifiers: *Protective Mechanisms

EJ536488 RC511712

The Child and Family Resiliency Research Program.

Kysela, Gerard M.; And Others

Alberta Journal of Educational Research, v42 n4 p406-09 Dec 1996

ISSN: 0002-4805

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes a University of Alberta project that focuses on family interventions to enhance the resilience of high-risk children with developmental disorders; the project's research phase, which compares and evaluates three interventions (family-centered assessment and intervention planning, natural teaching strategies, and cooperative family learning); and plans for partnership, networking, and dissemination of results. (SV)

Descriptors: At Risk Persons; Developmental Disabilities; *Early Intervention; *Family Programs; Foreign Countries;

*Research and Development; Research Projects; *Young Children
Identifiers: *Resilience (Personality); *University of Alberta

EJ533839 CG549256
Promoting Resilience in At-Risk Children.
Rak, Carl F.; Patterson, Lewis E.
Journal of Counseling & Development, v74 n4 p368-73 Mar-Apr 1996
ISSN: 0748-9633
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Longitudinal studies from Hawaii, the continental United States, and Great Britain have identified several personality, familial, and environmental variables that promote resiliency in youths at risk. This article discusses these variables and provides counselors with an assessment technique and strategies to promote a salutogenesis perspective. (Author/FC)
Descriptors: *At Risk Persons; Behavior Problems; *Children; Counseling Techniques; Counselor Role; Counselors; Disabilities; Family Problems; Personality Problems; Self Concept; Self Efficacy; *Socioeconomic Influences; Substance Abuse; Violence; Youth
Identifiers: *Resilience (Personality)

EJ531136 IR533588
Recognizing and Fostering Resilience.
Gordon, Kimberly A.; Coscarelli, William C.
Performance Improvement, v35 n9 p14-17 Oct 1996
Journal formerly titled: "Performance & Instruction."
Available From: UMI
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Defines resilience as displaying competence despite adversity and discusses its place in the work environment. Highlights include sample scenarios of employees reacting to stress; ingredients of resilience; individual characteristics affecting resilience; environmental stressors and self-esteem; and fostering resilience through environment. (LRW)
Descriptors: Competence; Employee Attitudes; Environmental Influences; Individual Characteristics; Self Esteem; *Stress Management; *Work Environment
Identifiers: *Resilience (Personality); Scenarios; Stress (Biological)

EJ528594 SP525251
Tipping the Scales from Risk to Resiliency.
Mundy, Jean
Parks and Recreation, v31 n3 p78-86 Mar 1996
ISSN: 0031-2215
Available From: UMI
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Review of the research on at-risk youth and resilient youth (successful youth despite adverse family and environmental situations) focuses on environmental protective factors such as positive relationships and youth participation. Application to park and recreation systems suggests leisure systems can provide such positive factors as a caring supportive environment, positive adult relationships, high expectations, leadership opportunities, and community service. (DB)
Descriptors: Adolescents; *At Risk Persons; Community Programs; *Disadvantaged Youth; Parks; Recreational Programs; Youth Problems; *Youth Programs
Identifiers: *Resilience (Personality)

EJ526485 RC511360
Fixing a Desk, Mending a Mind.
Mercogliano, Chris
SKOLE: The Journal of Alternative Education, v13 n2 p93-107 Spr 1996
ISSN: 1056-9197
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120); JOURNAL ARTICLE (080)
A teacher at a nontraditional school describes how a 12-year-old boy with a background of personal loss and school failure was helped to find his way by an apprenticeship

experience in which he reconstructed his school desk. The pivotal contribution came from the boy's mentor, while the school's contribution lay in what it didn't do. (SV)

Descriptors: Adolescents; *Apprenticeships; Educational Environment; *High Risk Students; *Individual Needs; Mentors; *Nontraditional Education; Personal Narratives; Secondary Education; *Student Development; Therapeutic Environment

Identifiers: *Resilience (Personality)

EJ530629 EA532512

Building Resiliency in Students.

Sagor, Richard

Educational Leadership, v54 n1 p38-43 Sep 1996

ISSN: 0013-1784

Available From: UMI

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Journal Announcement: CIJFEB97

Resilience is a set of attributes providing people with the strength and fortitude to confront overwhelming obstacles. The best way to prepare resilient youth for an uncertain future is to help them develop feelings of competence, belonging, usefulness, potency, and optimism via authentic, ongoing school experiences and critical examination of outcomes. (MLH)

Descriptors: *Definitions; Elementary Education; *Locus of Control; Program Descriptions; *Self Esteem; *Student Empowerment; *Teacher Responsibility

Identifiers: *Resilience (Personality)

General and Theoretical Discussions and Position Papers

ERIC Documents

ED426169 UD032726

Methods for Developing Resiliency in Children from Disadvantaged Populations.

Steinhauer, Paul D.

1996

88p.; Prepared for the National Forum on Health.

Available From: Sparrow Lake Alliance, Department of Psychiatry, Hospital for Sick Children, 555 University Avenue, Toronto, Ontario, Canada M5G 1X8 ($10 Canadian).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: REVIEW LITERATURE (070)

Geographic Source: Canada; Ontario

Journal Announcement: RIEMAY99

Protective factors that contribute to the development of resiliency in children, defined as "unusually good adaptation in the face of severe stress, and an ability of the stressed person to rebound to the prestress level of adaptation," are discussed. The biological, psychological, familial, and social factors related to disadvantages that undermine the development of the precursors of resiliency are identified, and factors that protect the potential for resiliency in each of these areas are discussed. The risk and protective factors within the child, the family, and the community that are relevant to the achievement of resiliency are discussed for developmental stages from conception through the school years. Goals and models of intervention specific to each stage that have been shown to foster the development of resiliency are outlined. These goals and models are illustrated by 12 "success stories" of established programs that have either proven their ability to help significant numbers of disadvantaged children achieve resiliency or are so well-designed and promising that they are worthy of continued scrutiny while their effectiveness and efficiency are being established. Ten recommendations are made for policies that would allow greater numbers of disadvantaged children to transcend adversity and achieve their developmental potential. An executive summary from "What Determines Health?: Summaries of a Series of Papers on the Determinants of Health," commissioned by the National Forum on Health is attached. (Contains 4 tables, 3 figures, and 172 references.) (SLD)

Descriptors: Child Development; *Disadvantaged Youth; *Early Intervention; Elementary Secondary Education; Family Influence; Program Descriptions; Program Effectiveness; *Resilience (Personality); *Risk; Social Influences; Urban Schools; *Urban Youth

Identifiers: *Protective Factors

ED407180 PS025494

Making a Difference for Children, Families and Communities: Partnerships among Researchers, Practitioners and Policymakers. Summary of Conference Proceedings of Head Start's National Research Conference (3rd, Washington, D.C., June 20-23, 1996).

Parker, Faith Lamb, Ed.; And Others

Columbia Univ., New York, N.Y. School of Public Health.; Society for Research in Child Development.

Jun 1996

726p.

Sponsoring Agency: Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Contract No: 105-94-2009

EDRS Price - MF04/PC30 Plus Postage.

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP97

The first section of this book of proceedings contains the text of the conference's opening keynote speech by *Edward Zigler* and six other special sessions. The second section presents the texts of 61 symposia, divided into nine topical areas. Topics are "Head Start Partnerships, Research, Practice, and Policy," "ACYF Research, Demonstration, and Evaluation Branch Symposia," "Community Violence and Substance Abuse," Early Education, Child Care, and School Readiness," "Family Support and Parenting," "Health, Mental Health, and

Resiliency," "Methods for Assessing Low-Income Minority Families," "Program Evaluation," and miscellaneous topics. The third section presents short descriptions of approximately 200 poster sessions divided into 21 topical areas: (1) adolescent mothers; (2) research from other countries; (3) child care; (4) child mental health; (5) children with special needs; (6) cultural and linguistic diversity; (7) curriculum and classroom practice; (8) family and community; (9) family support; (10) health and nutrition; (11) infants and toddlers; (12) literacy and home learning; (13) mental health; (14) new methods; (15) normative child development; (16) parenting; (17) professional development; (18) social and academic competence; (19) homelessness; (20) poverty; and (21) transition. Appendices include a list of cooperating organizations and program committee members, list of peer reviewers, index, and directory of participants. (BC)

Descriptors: Child Health; Child Rearing; Day Care; Early Childhood Education; Educational Policy; *Educational Practices; Educational Research; Low Income Groups; Mental Health; *Partnerships in Education; Program Evaluation; Research and Development; School Readiness; Substance Abuse; *Theory Practice Relationship; Violence

Identifiers: Administration for Children Youth and Families; *Family Support; *Project Head Start; Resilience (Personality)

ED404017 PS025009

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.

Carter Center, Atlanta, GA.; Center for the Study of Social Policy, Washington, DC.; Florida State Mental Health Inst., Tampa.

Feb 1996

33p.; Articles in this publication are excerpted and adapted from presentations and discussions at the Symposium, "Community Strategies for Children and Families: Promoting Positive Outcomes" (Atlanta, GA, February 14-16, 1996).

Available From: Carter Center Mental Health Program, One Copenhill, Atlanta, GA 30307 (free).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CONFERENCE PROCEEDINGS (021); GENERAL REPORT (140); REVIEW LITERATURE (070)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEJUN97

Why, despite society's common understanding of the problems of children, have individuals failed to act decisively and powerfully to bring them security and hope? This report, which includes articles excerpted and adapted from presentations and discussions at a 1996 symposium, addresses this question. After an introduction by Rosalynn Carter, the first article (Charles Bruner) presents the symposium's vision for children, families, and neighborhoods that requires new forms of family supportive front-line practice; reconstructing public systems to embrace new principles; building social capital through collective action; and creating economic opportunity and hope. The second article (John Gates) suggests that "resiliency"—as a concept and goal—may be the easy-to-understand rubric needed to bring programs for children and families to scale. The third article (Frank Farrow) makes the case for neighborhood networks of family support, based on the premise that conditions will not improve for many families unless they receive the help they need closer to home. The fourth article (Bob Friedman) notes the need for "leadership teams," people who can transcend an individual vision and work together over the long term to create and sustain meaningful change. The report concludes with a summary of group discussion at the symposium, particularly the need for cultural sensitivity, and of "next steps" in implementing the symposium's vision. Contains a list of symposium participants and sponsors. (EV)

Descriptors: Agency Cooperation; At Risk Persons; *Child Advocacy; Child Development; *Child Welfare; *Community Action; Community Involvement; Early Parenthood; Economically Disadvantaged; Family Needs; Family Problems; *Family Programs; Government Role; Leadership; Minority Groups; One Parent Family; Poverty; Public Policy; *Social Services

Identifiers: Family Advocacy; *Family Support; Resilience (Personality); Social Movements; Strategy Choice

ED399073 PS024516

Violence and the Family: Report of the American Psychological Association Presidential Task Force on Violence and the Family.

American Psychological Association, Washington, D.C.

1996

149p.

Available From: American Psychological Association, 750 First Street, NE, Washington, DC 20002-4262.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GENERAL REPORT (140)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN97

The American Psychological Association (APA) Task Force on Violence and the Family was convened to bring psychological research and clinical experience to bear on the problem of family violence and to make recommendations for solutions. This report of the Task Force highlights the need for a systematic, multifaceted, multidisciplinary, and multicultural approach to the problem of family violence. Following an executive summary, Part 1 of the report—"Understanding Family Violence and Its Impact"—lays the groundwork for two central assertions: that violence in the family, like all violence, is learned behavior with far-reaching effects; and that family violence is integrally connected to the intensifying levels of violence in society at large. This section contains four chapters: (1) "What Is Family Violence?"; (2) "The Magnitude of Family Violence"; (3) "Risk and Resiliency Factors"; and (4) "The Effects of Family Violence on Society." Part 2 of the report—"Who Are the Victims of Family Violence?"—focuses on what psychology has to say about the people who are direct victims of violence and abuse. This section contains two chapters: (5) "Adult Victims"; and (6) "Child Victims." Part 3 of the report—"Interventions"—focuses on ways to identify, stop, mitigate the consequences of, or prevent family violence. This section contains four chapters: (7) "Interventions for Victims and Survivors"; (8) "Intervening Effectively with Perpetrators"; (9) "Family Violence, Psychology, and the Law"; and (10) "Promoting Violence-Free Families." The final section provides 26 recommendations in 5 broad areas: (1) public policy and intervention; (2) prevention and public education; (3) clinical services; (4) training; and (5) psychological research. An afterword about the Task Force in the context of APA violence-related activities and a list of APA public interest projects on violence from 1984-1996 conclude the report. (EV)

Descriptors: Battered Women; Change Strategies; Child Abuse; Cultural Influences; Elder Abuse; *Family Environment; Family Problems; *Family Violence; *Intervention; Public Policy; Social Problems; *Victims of Crime; *Violence

Identifiers: Resilience (Personality)

Journal Articles

EJ515516 EC617784

Using Protective Factors To Enhance Resilience and School Success for At-Risk Students.

Christiansen, Jeanne; Christiansen, James L.; Howard, Marilyn

Intervention in School and Clinic, v33 n2 p86-89 Nov 1997

ISSN: 1053-4512

Language: English

Document Type: JOURNAL ARTICLE (080)

Defines the characteristics of children resilient to the effects of environmental stresses and identifies protective factors including special hobbies and interests, mentoring, family support, and turning point experiences. Schools are urged to provide the caring community each child needs. (DB)

Descriptors: *At Risk Persons; *Disadvantaged Youth; Elementary Secondary Education; *Family Influence; Mentors; Personality Traits; *Resilience (Personality)

*Student Characteristics; Student Development; Student Interests; *Student School Relationship

EJ539261 EC615093

Overcoming Childhood Adversities: Lessons from Those Who Have "Beat the Odds".

Katz, Mark

Intervention in School and Clinic; v32 n4 p205-10 Mar 1997

Theme Issue: Violence in the Classroom.

ISSN: 1053-4512

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

This article addresses ways that schools and communities can be a protective influence by helping students to overcome the difficulties of destructive home and inner-city environments. Topics discussed include the school as a protective influence, neighborhood organizations that buffer and protect children and teenagers, the protective value of at least one supportive individual, and mentoring relationships. (DB)

Descriptors: Adolescents; *Behavior Problems; Child Development; Children; Community Organizations; Educational Environment; Elementary Secondary Education; Environmental Influences; Family Environment; Inner City; Interpersonal Relationship; Mentors; *Prevention; *School Role; *Violence

Identifiers: *Resilience (Personality)

EJ539244 EC615724

Risk, Resilience, and Adjustment of Individuals with Learning Disabilities.

Morrison, Gale M.; Cosden, Merith A.

Learning Disability Quarterly; v20 n1 p43-60 Win 1997

ISSN: 0731-9487

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Uses the concepts of risk and resiliency to frame discussion of how a learning disability affects nonacademic outcomes such as emotional adjustment, family functioning, adolescent problems, and adult adaptation. A learning disability is viewed as one risk factor which interacts with other risk and protective factors including individual internal characteristics, family characteristics, and school/community environments. (Author/DB)

Descriptors: *Adjustment (to Environment); At Risk Persons; Educational Environment; Elementary Secondary Education; Emotional Adjustment; Family Environment; *Learning Disabilities; Models; Outcomes of Education; *Risk; *Student Characteristics

Identifiers: *Resilience (Personality)

EJ538091 PS525979

Be a Resiliency Mentor: You May Be a Lifesaver for a High-Risk Child.

Weinrich, Maxine L.

Young Children; v52 n2 p14-20 Jan 1997

ISSN: 0044-0728

Language: English

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Notes that educators familiar with factors that support resiliency can show up protective mechanisms in young children. Defines resilience in children, discussing 11 protective strategies that teachers can employ to fortify resilience in children in areas of personal characteristics and traits, and family and community factors. Suggests that through modeling, providing, and strengthening these buffers, educators become resiliency mentors. (AMC)

Descriptors: At Risk Persons; *Caregiver Child Relationship; *Childhood Attitudes; Childhood Needs; Early Childhood Education; Personality Development; *Teacher Attitudes; *Teacher Behavior; *Teacher Competencies

Identifiers: *Resilience (Personality)

EJ523483 PS524983

Child Maltreatment: Implications for Developmental Theory and Research.

Cicchetti, Dante

Human Development; v39 n1 p18-39 Jan-Feb 1996

Special topic: Connecting the Normal and the Pathological.

ISSN: 0018-716X

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)

Journal Announcement: CIJNEP96

Developmental theories can be augmented by incorporating knowledge about atypical ontogenesis. Examination of individuals with high-risk conditions and psychopathological disorders can shed light on system organization, disorganization, and reorganization. Child maltreatment is examined to illustrate benefits from studying individuals subjected to nonnormative caregiving experiences. Relevance of research on maltreatment to aspects of developmental theory is explicated. (Author/DR)

Descriptors: At Risk Persons; *Attachment Behavior; *Child Abuse; *Cognitive Development; *Models; Stress Management; *Systems Approach; Youth

Identifiers: *Developmental Psychopathology; *Developmental Theory; Pathological Distortion; Resilience (Personality)

Appendix

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The ERIC System

The Educational Resources Information Center (ERIC) is a national education information network designed to provide education information users with ready access to an extensive body of education-related literature. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI).

The ERIC database is created by the 16 clearinghouses in the ERIC system. This database is the world's largest source of education information, containing more than a million summaries of documents and journal articles on education research and practice. ERIC offers a document delivery service for the documents it collects and summarizes, many of which are unpublished.

The ERIC database can be used by consulting the print indexes *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)* at more than 2,800 libraries and other locations worldwide; by using online search services (usually for a fee); by accessing ERIC at several sites on the Internet; by searching ERIC on CD-ROM at many libraries and information centers; or on the local computer systems of a growing number of universities and colleges. The database is updated monthly online and quarterly on CD-ROM. For more information on how to access the ERIC database, call ACCESS ERIC at its toll-free number, 800-LET-ERIC. ACCESS ERIC informs callers of the services and products offered by ERIC components and other education information service providers.

The ERIC system, through its 16 subject-specific clearinghouses and 4 support components, provides a variety of services and products that can help individuals interested in education stay up-to-date on a broad range of education-related issues. Products include research summaries, publications on topics of high interest, newsletters, and bibliographies. ERIC system services include computer search services, reference and referral services, and document reproduction. Additional information on the ERIC system, including a list of ERIC clearinghouses and the subject areas they cover, is also available from ACCESS ERIC.

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) has been located at the University of Illinois at Urbana-Champaign since 1967. The clearinghouse identifies, selects, and processes the report literature, books, and journal articles on topics related to the development, care, and education of children through early adolescence (except for specific subject areas covered by other ERIC clearinghouses) for the ERIC database.

The clearinghouse also provides other products and services, many of them at no cost. Free products include a biannual newsletter; ERIC Digests; resource lists on topics of high interest to parents, educators, policy makers, and the general public; brochures and publications lists; and ERIC system materials. Major publications and ReadySearches are available at low cost.

In response to queries from the general public, the clearinghouse provides free materials, short searches of the ERIC database, and referrals to other information sources when appropriate. Other clearinghouse services include conducting workshops and making presentations, providing camera-ready materials for conferences, and conducting extensive computer searches (for a fee) on topics related to the clearinghouse's scope of interest.

Please write or call the clearinghouse for additional information on any of these services or products, or to be placed on the clearinghouse mailing list.

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